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State Islamic University of Sultan Syarif Kasim Riau

THE CORRELATION BETWEEN SCHOOL CULTURE AND STUDENTS' SPEAKING SKILL AT MADRASAH ALIYAH NEGERI 1 PEKANBARU

A THESIS



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THE CORRELATION BETWEEN SCHOOL CULTURE AND STUDENTS' SPEAKING SKILL AT MADRASAH ALIYAH NEGERI 1 PEKANBARU

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Submitted in Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
(S.Pd.)



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ABSTRAK

Farhan Sidiq Hartanto, (2021): Hubungan Antara Budaya Sekolah dan Kemampuan Berbicara Siswa di Madrasah Aliyah Negeri 1 Pekanbaru

Berbicara sebagai salah satu ketrampilan dalam berkomunikasi adalah ketrampilan yang baik dalam pembelajaran bahasa Inggris terutama untuk mempelajari bahasa asing bahasa Inggris. Tujuan dari penelitian ini adalah: Untuk mengetahui budaya sekolah, Untuk mengetahui keterampilan berbicara siswa dan untuk mengetahui apakah ada hubungan yang signifikan antara budaya sekolah dan keterampilan berbicara siswa pada siswa kelas XI MAN 1 Pekanbaru. Penelitian ini merupakan penelitian kuantitatif. Ini menggunakan desain penelitian korelasional. Jumlah sampel sebanyak 74 siswa dan pengambilan sampel dilakukan secara *random sampling*. Instrumen penelitian berupa angket dan dokumentasi. Analisis penelitian dilakukan dengan analisis korelasional. Hasil penelitian menunjukkan budaya sekolah 75,8% (Baik) dan keterampilan berbicara 81,16% (Sangat Baik). Kemudian dari uji hipotesis diperoleh nilai r observasi = 0,669 lebih besar dari nilai signifikansi 1% dan 5% yang berarti "Ha" diterima dan "Ho" ditolak. Dapat disimpulkan bahwa ada hubungan yang signifikan antara budaya sekolah dengan keterampilan berbicara siswa di Madrasah Aliyah Negeri 1 Pekanbaru. Kemudian koefisien budaya sekolah dan keterampilan berbicara siswa di Madrasah Aliyah Negeri 1 Pekanbaru sebesar 0,669 dan korelasinya termasuk dalam Kategori Kuat.

Keywords: *Budaya Sekolah, Kemampuan Berbicara Siswa dalam Bahasa Inggris, Madrasah Aliyah Negeri 1 Pekanbaru*

ABSTRACT

Farhan Sidiq Hartanto, (2021): The Correlation Between School Culture and Student's Speaking Skill in English at Madrasah Aliyah Negeri 1 Pekanbaru

Speaking, as one of skills in communication is good skill in English learning especially to learn English foreign language. The objectives of the research are: To find out the school culture, To find out students' speaking skill and To find out whether there is any significant correlation of school culture and students' speaking skill at 11th grade students at MAN 1 Pekanbaru. This research is a quantitative research. It uses a correlational research design. The number of sample consist of 74 students and the sample was taken with random sampling. The instruments of the research are questionnaire and documentation. The analysis of the research was done by correlational analysis. The findings of the research revealed that the school culture was 75,8% (Good) and the speaking skills 81.16% (Very Good). Then from hypothesis test, the score of $r_{\text{observed}} = 0.669$ is bigger from the significance score 1% and 5%, it means that "Ha" is accepted and "Ho" is rejected. It can be concluded that there was significant correlation of school culture and students' speaking skill at Madrasah Aliyah Negeri 1 Pekanbaru. Then, the coefficient of school culture and students' speaking skill at Madrasah Aliyah Negeri 1 Pekanbaru is 0.669 and the correlation was in the Strong Category.

Keywords: *School Culture, Student's Speaking Skill in English, Madrasah Aliyah Negeri 1 Pekanbaru*

ملخص

فرحان صديق هارتانتو، (٢٠٢١): علاقة بين الثقافة المدرسية ومهارة الكلام لدى التلاميذ في المدرسة الثانوية الإسلامية الحكومية ١ بكنبارو

مهارة الكلام كمهارة من مهارات الاتصال مهارة جيدة في تعلم اللغة الإنجليزية، خاصة لتعلم لغة الأجنبية الإنجليزية. أهداف هذا البحث هي : لمعرفة الثقافة المدرسية ومهارة الكلام لدى التلاميذ، ومعرفة ما إذا كانت هناك علاقة كبيرة بين الثقافة المدرسية ومهارة الكلام لدى التلاميذ في الفصل الحادي عشر من المدرسة الثانوية الإسلامية الحكومية ١ بكنبارو. هذا البحث بحث كمي ويستخدم تصميم البحث الارتباطي. بلغ عدد العينات ٧٤ تلميذا وأخذت العينة بطريقة عشوائية. أدوات البحث هي في شكل الاستبيان والتوثيق. وتم إجراء تحليل البحث بطريقة التحليل الارتباطي. أظهرت النتائج أن الثقافة المدرسية هي ٧٨،١٩٪ (جيدة) ومهارة الكلام هي ٨١،١٦٪ (جيدة للغاية). ومن اختبار الفرضية، تم الحصول على قيمة r الملاحظة = ٠،٦٠٣، كبرى من قيمة أهمية ١٪ و ٥٪ مما يعني أن الفرضية البديلة مقبولة والفرضية المبدئية مردودة. ويمكن الاستنتاج أن هناك علاقة كبيرة بين الثقافة المدرسية ومهارة الكلام لدى التلاميذ في المدرسة الثانوية الإسلامية الحكومية ١ بكنبارو. وبلغ معامل الثقافة المدرسية والتلاميذ في المدرسة الثانوية الإسلامية الحكومية ١ بكنبارو ٠،٦٠٣، وتم تصنيف العلاقة في الفئة القوية.

الكلمات الأساسية : الثقافة المدرسية، مهارة الكلام لدى التلاميذ في اللغة الإنجليزية
المدرسة الثانوية الإسلامية الحكومية ١ بكنبارو

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

School culture is a subject that is receiving more and more attention in the debate concerning effective schools and school improvement. Experts started to research different topics in the second half of the twentieth century, when research on organizational culture began. Everyone in a community, especially parents, wish for and work on providing a 'good school' for their children. The term 'good school' is not related to scientific research. It is a generally accepted term for a school with a good organizational culture. These schools are the ones that result in obvious indicators of success and trust in the quality of students' achievement.

School culture can be defined as the historically transmitted patterns of meaning that include the norms, values, beliefs, ceremonies, rituals, traditions and myths understood by members of the school community (Slocum & Hellriegel, 2009 cited by Mutua Mary Nzisa, 2014). People in a particular culture may or may not be conscious of its influence and may or may not be able to articulate its elements. They do what they do and say what they say because that is the way things are commonly done or said (Brown, 2004).

Simpson (1990) cited by Mutua Mary Nzisa (2014) in his study highlighted the notable elements of culture at DeKeyser Elementary School, Belgium. First, the school held meetings on Tuesdays. During these meetings, teachers planned the next week based on the results of the current week and would reflect on the proceedings of the current week. The second element was student assemblies. The first thing on each



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Monday, Wednesday and Friday, students were called to homegrown assemblies by various musical means. This was a time for greetings and sharing by students and staff for the purpose of bonding and communication. Students and teachers reflected on achievement of academic targets among other aspects which helped them to stay focused.

Thacker, Jerry and McInerney (1992) looked at the effects of school culture on student achievement in Elementary schools in Belgium. The study focused on creating a new mission statement, goals based on outcomes for students, curriculum alignment corresponding with those goals and building level decision-making. The results were significant, the number of students who failed an annual statewide test dropped by as much as 10 percent.

School culture is not tied to the state, region or strategy at a high level. It is a seal of the school climate specific to one school. Everyone who visits a school can sense its culture at every given step: through the behavior of its employees, the appearance of the walls in the corridors, or the presence or absence of shouting from pupils (Pavlović i Oljača, 2011).

The survey research by Elham Ahmadian and Mahnaz Amirpour (2018) with the sample of all students of Islamic Azad University of Khorasan Razavi at 2012/2013 academic year about 8259 people. A sampling method was multi-phase and universities of Mashhad, Quchan, Torbat Heydarieh, Torbat Jam and Kashmar were selected so the sample size as 370 cases is considered. Research instrument was cultural intelligence questionnaire. Data were analyzed by using SPSS software, Kolmogorov-Smirnov and Spearman coefficient. The research concluded that cultural intelligence has significant effects on students' communicative skills, listening skills,



verbal skills and feedback skills. In general, cultural intelligence is effective on students' communicative skills.

Dimitrios Thanasoulas (2001) in his thesis concerned with the contribution and incorporation of school culture into the foreign language classroom. The main premise of the paper is that effective communication is more than a matter of language proficiency and that, apart from enhancing and enriching communicative competence. Based on the analysis, it concluded that school culture should allow students to increase their knowledge of the target culture in terms of people's way of life, values, attitudes, and beliefs, and how these manifests themselves or are couched in linguistic categories and forms. More specifically, the teaching of speaking should make students aware of speech acts, connotations, etiquette, that is, appropriate or inappropriate behavior, while school culture promote speaking English as foreign language, the students have to speak in English materials for their own particular subject, thus speaking is useful to communicate with other people to share information.

From various purposes of English teaching, speaking skill is one of the skills that they need to understand, since this is required by them to speak in the class when study English. As stated on the curriculum level set of education (2013 Curriculum) show about meaning in transactional and interpersonal in descriptive and procedure text forms well. In the school speaking teach for 4 hours a week and the KKM in English is 80 score based on the teacher's discussion (MGMP). This is also implemented in MAN 1 Pekanbaru that have 80 as minimum standard score of English.

Related to speaking skills in Class XI based on curriculum 2013 that include Spoken and written texts to make suggestions and offers and their responses, Oral and written texts to express opinions and thoughts as well as their responses, Oral and



written texts to express hopes and prayers and their responses and special text, spoken and written, in the form of a simple formal invitation and actions/activities/events without mentioning the actors (Passive Voice) (2013 Curriculum), the teachers motivate students to speak English with various daily activities like speaking English during English class, English Day and other activities during learning in the class, beyond the class and online learning.

Based on the researcher's interview and information from the English teacher of the school, the school has done some strategies in creating the culture in language by motivating the students to attend the competition of English in the school and beyond the school, students exchange to Thailand, some students from Thailand have studied in the school, English training during Ramadhan, mottoes that are put in the school surrounding area, there is an english speaking obligatory zone, there are announcement in English in school area, teachers speak fully in English during learning processes and many others.

From the teacher's explanation above, ideally the students of Madrasah Aliyah Negeri 1 Pekanbaru should be able to speak English well. But contrary to the fact, the researcher found some students still had problems in English speaking skill. They found some students difficult to understand English especially how to speak well and understand the meaning. The other problems that were found by students are as follows: the students did not know how to speak in English, the students could not able to identify the meaning of vocabulary in the text, the students were not able to identify information from the text, the students were not able to identify the meaning of conversation, some students are not able to pronounce well the word, some students error to use grammatical structure, some students have lack of vocabulary mastery,



some students are not confident to speak in front of the class, and some students are ashamed to ask the questions during learning processes.

Based on the researcher's analysis of students' score in English Speaking, I found that several students had bad score in speaking. In general, it can be seen from the problems found in the school during observations and interviews with the teachers are as below:

- 1) Some students had bad scores in speaking English
- 2) Some students difficult to understand English especially how to speak well and understand the meaning
- 3) The students were not able to identify the meaning of conversation
- 4) Some students are not confident to speak in front of the class
- 5) Some students are ashamed to ask the questions during learning processes in the class.

Finally, researcher is interested in conducting the research entitled **“The Correlation of School Culture and Students' Speaking Skill at Madrasah Aliyah Negeri 1 Pekanbaru”**.

B. Problem of the Study

1. Identification of the Problem

- a. What make the students get difficulties to speak English?
- b. What makes the students can not explain well in English?
- c. What are the factors causing students' difficulties in English speaking?

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2. Limitation of the Problem

After identifying the problems, the researcher found a lot of problems in school, therefore the researcher only limit and focus on the School Culture and Students' Speaking Skill at Madrasah Aliyah Negeri 1 Pekanbaru.

3. The Formulation of the Research Problem

Based on the problems limited above, this research questions are formulated:

- a. How is the school culture of 11th grade students at MAN 1 Pekanbaru?
- b. How is the students' speaking skill in English at 11th grade at MAN 1 Pekanbaru?
- c. Is there significant correlation of school culture and the students' speaking skill in English at 11th grade at MAN 1 Pekanbaru?

C. Objective and Significance of the Research

1. Objective of the research

The objectives of the research are:

- 1) To find out the school culture at 11th grade students at MAN 1 Pekanbaru
- 2) To find out students' speaking skill at 11th grade students at MAN 1 Pekanbaru
- 3) To find out whether there is any significant correlation of school culture and students' speaking skill at 11th grade students at MAN 1 Pekanbaru

2. Significance of the research

The findings were expected to be positive and valuable as it will be useful for students to increase their speaking skill, because based on the theory has been said that

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School culture has a correlation with the speaking skill. Hopefully, in future teaching implementation, school culture in language can be used by the teacher and students to increase their speaking skill.

Besides, this research is important to help researcher to fulfill one of the requirements to complete his undergraduate degree program at English Education Department of Education and Teacher Training Faculty of Sultan Syarif Kasim State Islamic University of Riau.

D. Definition of the Key Term

To avoid misunderstanding and misinterpreting, it is necessary for the researcher to explain the term used in this study. They are defined as follows:

1. Correlation

Correlation, according to Oxford (2011, p. 98) is connection between two things in which one things changes. Correlation in this research is the relationship between school culture and their speaking skills at the eleventh grade of Madrasah Aliyah Negeri 1 Pekanbaru. Kind of correlation in this research is asymmetrical. Asymmetrical relates to change in one variable (independent variable) causes changed in another variable (dependent variable). In this research, variable X (school culture) causes changed variable Y (speaking skill).

2. School Culture

School culture is related to students' achievement in that if school culture is not hospitable to learning, then students' achievement can suffer. School culture therefore has a more powerful effect on students' achievement than any other variable (Watson, 2001 as cited in Mutua Mary Nzisa, 2014;).



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Culture in school can be understood by rituals, a set of folkways, mores, irrational sanctions, a moral code, games, teams and ceremonies. It also can be seen by the way people act, how they dress, and how teachers feel about their work and their students. School culture is influenced by the culture of the region where the school is. Indirectly, it effects on many things such as school effectiveness and productivity, collaboration, communication and problem-solving practices, school improvement, kindles motivation, amplifies the energy and vitality of school staff, students and community and draws attention to what is valued and seen as important (Deal and Peterson 2009).

3. Speaking Skill

Speaking is the productive oral skill, and we contrasted speech with writing. We noted that speaking a second or foreign language is far from simple. In fact, speaking especially in a language other than our own-is quite a complex undertaking which involves using all the different levels of language (Kathleen M. Bailey, 2003).

Rivers in Erwadi (2004: 7), what the students need in a target language is the skill to use the language in acts of communication, because speaking is a very complex and different skill to learn especially by the foreign language students. In other words, learning to speak a foreign language will be facilitated when students are active to communicate, because there is a proverb which says that we learn to read by reading and we learn to speak by speaking. Speaking is a language skill or means of communication in which one can express his/her idea, feeling and information to others orally. Speaking skill needs direct interactions, in which someone speak to someone directly.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. School Culture

Schein (2010) defined school culture as the historically transmitted patterns of meaning that include the norms, values, beliefs, ceremonies, rituals, traditions, and myths understood, may be in varying degrees, by members of the school community.

Mugoh (2011) defined culture as the element of the school environment that is developed over time. School culture involves the beliefs and values of its members and guided behavior. It accounts for the underlying assumptions that are present within the culture. Mugoh further states that school culture lies in commonly held beliefs of teachers, students and head teachers.

Deal and Peterson (1999) defined that school cultures as a collection of traditions and rituals that have been built up over time as teachers, students, parents, and administrators work together and deal with crises and accomplishments”

From several definition of school culture as above, I can conclude that school culture is basics of school activities and traditions that are created by teachers, students, and principals that involve beliefs and values of its school community.

Kisumo, Osman and Ongeti (2013) noted that the concept of school culture can offer a permanent solution to improved performance in national examinations in secondary schools in Kenya. The findings were that, school culture and the roles played by head teachers, teachers, students and parents can determine the level of performance of each school in national examinations. School-based reforms geared

towards improved academic performance in national examinations in secondary schools were likely to succeed if they were meaningfully linked to school culture. In new schools, creating a unique school culture would be an important component of high performance. The culture of a school and inherent characteristics of performing schools could hence be considered as tools for improving schools and performance of students in national examinations.

Many studies have been conducted which examine school vision, mission and values as part of school culture. Thacker, Jerry and McInerney (1992) looked at the effects of school culture on students' achievement in Elementary schools in Belgium and focused on creating a new mission statement, goals based on outcomes for students, curriculum alignment corresponding with those goals. The results were significant, the number of students who failed an annual statewide test dropped by as much as 10 percent.

Stolp (1994) established that a coherent vision specified the particular values and beliefs that guided policy and practice within schools in USA. Ideally, the school board and superintendent set a broad vision for all schools in the district and within that context; the head teacher coordinated the process of arriving at a particular vision for each school. The creation of a vision is not a static event, because the vision must change as culture changes.

Brown (2004) identified school vision and mission as one of the key ingredients of school culture. He noted that a school that knew where it wanted to go and knew what it needed to do to get there would be more successful than a school that did not know. Most high schools had no vision of a future any different from the present. Their managers spoke of better results in the future, but they foresaw no

changes in the structure of the institution that could bring about improvements.

Lacking a vision of anything different, the schools tended also to lack specific missions. According to Valentine (2006) in his study in Columbia, a school with an effective learning culture has a clear mission. A clear mission would guide the school to better performance. Teachers pursued a clear, shared purpose, engage in collaborative activity and accepted a collective responsibility for student learning.

Kruse and Louis (2009) noted that changing the school's mission and vision is the key to changing behavior and beliefs. Missions can be motivating and introduce a new vocabulary and ideas to stimulate talk. When slogans about practice are adopted, rather than real changes in practice, very little changes will take place. People's behavior and beliefs changed when they engaged in sustained learning that challenges their assumptions and provided better avenues to achieve results. Dan (2013) in his study on Islamic education in Kenya observed that majority of the schools do not make reference to the secular and religious nature of their institutions in phrasing the mission and vision statements. Many schools do not have vision and mission of what they would like to achieve and therefore end up not achieving it at all.

The School Culture adapted from Kimani, Kara and Njagi (2013) can be divided as follows:

1. School mission
2. Vision and values
3. School assemblies
4. Students' prize giving and assessment tests.

DuFour and Eaker (1998) detailed effective strategies for shaping the culture of a school including:



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- 1) Articulating, modeling, promoting, and protecting the shared values that have been identified.
- 2) Systematically engaging an individuals within the school in reflective dialogue that requires them to search for discrepancies between the values they have endorsed and the daily operations of the school
- 3) Inundating staff with stories that reflect the culture at work; the stories we ten ourselves.

Deal and Peterson (1999) in Cowley et al (2005, pp 116). identified and elaborated on the elements of school cultures as below :

- 1) A mission focused on student and teacher learning
- 2) A rich sense of history and purpose
- 3) Core values of collegiality, performance, and improvement . . .
- 4) Positive beliefs and assumptions about the potential of students and staff to learn and grow
- 5) A strong professional community that uses knowledge, experience, and research to improve practice
- 6) An informal network that fosters positive communication flow
- 7) Shared leadership that balances continuity and improvement
- 8) Rituals and ceremonies that reinforce core cultural values
- 9) Stories that celebrate successes . . .
- 10) A physical environment that symbolizes joy and pride
- 11) A widely shared sense of respect and caring for everyone.

Cavanagh's (1997) conception of culture in which he maintains that school culture results from interpersonal interactions between individual teachers, groups of

teachers, administrators and others, and common perceptions of these groups, detailing collective beliefs, attitudes, and values of school personnel. Thus, school culture frames a sense among administrators, teachers and others *of who we are and what we do around here*. Cavanagh (1995) stresses the importance of the school itself as the unit of change when considering the relationship between school culture and school improvement. Culture can be observed in the attitudes, beliefs and values of the people within the school; the relationships among colleagues; and the norms that govern school activities.

2. Speaking Skill

Speaking is the productive oral skill, and we contrasted speech with writing.

We noted that speaking a second or foreign language is far from simple. In fact, speaking especially in a language other than our own-is quite a complex undertaking which involves using all the different levels of language (Kathleen M. Bailey, 2003).

Rivers in Erwadi (2004: 7), what the students need in a target language is the skill to use the language in acts of communication, because speaking is a very complex and different skill to learn especially by the foreign language students. In other words, learning to speak a foreign language will be facilitated when students are active to communicate, because there is a proverb which says that we learn to read by reading and we learn to speak by speaking. Speaking is a language skill or means of communication in which one can express his/her idea, feeling and information to others orally. Speaking skill needs direct interactions, in which someone speak to someone directly.

From several definitions above, it can be concluded that speaking skill is a skills that is needed to communicate with some one's else. Speaking is a complex skill



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to learn, which involves using different language levels. Speaking skill itself can be stated as the skill to use the language accurately and to express meanings in order to transfer or to get knowledge/ information from other people in the whole life situation.

3. Aspects and Types of Speaking Skill

Based on the explanation of some experts about speaking skill, the researcher can explain about the component of speaking in each theory as follows: There are four aspects below has a great influence in speaking skill as Hormailis (2003 : 6), they are:

- a. Vocabulary. Vocabulary is one of the extreme aspects that support speaking activity. It deals with the right and appropriate words. (Ur in Hormailis 2003 : 6).
- b. Grammar. Warriner (2003) cited by Siti Surinah Harahap, Rivi Antoni, Umami Rasyidah (2015) believes that communication in speaking runs smoothly if its grammar can be understood. Therefore, speakers must be aware of the grammar that they use in speaking. In other words, grammar is the rule by which we put together meaningful and part of words of a language to communicate messages that are comprehensible.
- c. Fluency. Speaking is an activity of reproducing word orally. It means that there is a process of exchanging ideas between a speaker and a listener. Therefore, it is important to have fluency as having the skill of other components of speaking. Longman in Hormailis (2003 : 17) states that the fluency is the quality or condition of being fluent. It is skill to use the language spontaneously and confidently and without undue pauses and hesitation.



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d. Pronunciation. Pronunciation is the production of speech sound for communication and it is very important in communication. Kelly (2000 : 11) says that to use the stress and the intonation inaccurately can cause problem. Beside that, the five aspect of speaking skill as Pernanda (2009) are as bellow:

- a. Grammar. Brown in Pernanda (2009) grammar is the rule by which put together meaningful an part of a language to communicate messages that are comprehensible.
- b. Vocabulary. Dash (2013) cited by Siti Surinah Harahap, Rivi Antoni, Umimi Rasyidah (2015) vocabulary skill involves word meaning recognition and guessing the meaning of unknown word structure and context.
- c. Pronunciation. According to Professional Development Service for Teachers (2007) cited by Siti Surinah Harahap, Rivi Antoni, Umimi Rasyidah (2015) pronunciation refers to the way words are said.
- d. Fluency. Longman in Pernanda (2009) fluency is the quality or condition of being fluent.
- e. Comprehension. Longman in Pernanda (2009) understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred.

Brown and Abeywickrama (2010, p. 184-185) propose five types of speaking as explained in the following:

1. Imitative

This type of speaking requires the test takers to copy a word, phrase, or a sentence. Pronunciation is the main aspect of the assessment although grammar also takes part as the scoring criteria. What needs to be highlighted in imitative speaking is



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that the communicative competence of the language is not essential. They need to acquire some information, and then reproduce it orally without having to add extra explanation. What comes out from them is solely the information they hear.

2. Intensive

Unlike imitative, intensive speaking does not emphasize on pronunciation or phonological aspect. Understanding meaning is needed to respond certain tasks but the interaction with the counterpart is minimal. The activity sample is reading aloud, sentence and dialogue completion.

3. Responsive

Authenticity in a conversation is important. Therefore, the speaker is stimulated to speak promptly. To response a short conversation, making a simple request comment is a kind of activity that belongs to this type of speaking.

4. Interactive

The load and complexity of the sentences is the major different between responsive and interactive speaking. The number of the speakers also matter as sometimes it needs more than two people in the conversation.

5. Extensive

Extensive speaking involves a wide range of speech production. Also, the speaker will need to interact with the counter speakers, which could be answering question, making discussion. It can be said that extensive speaking is the ultimate speaking skill that requires strong language components.

In every walk of life, language that we use for communication is very important. If we don't have an effective language, the works which we take up remains dull and cheerless. Among all the modern languages, English claims to be the first rate

language. It are because all international communications are carried out in English.

English is taught as a tool for international understanding. By learning this language, one can overcome one's prejudices, fanaticism, intolerance and narrow mindedness and contributes one's share to promote international understanding (Hillage and Pollare, 1998 cited by Shaik Riyaz Ahmad, 2016)

Springer & Collins (2008) reflect on the use of classroom learning and real world interactional use of language for developing communication in both academic and social contexts. The need for communicating in English in both academics and reality is the basic requirements of the students.

4. Speaking for Communication

Speaking is important in communication. Reading, writing, speaking, and listening are basic communication skills necessary for effective communication in any environment, particularly the workplace (Rachel Bingham, 2014).

Communication is a process by which two or more people exchange ideas, opinions, facts, feelings or expressions in a way that each gain a common understanding of the message being communicated. In fact, we cannot imagine life without communication; since it is an in-built function helping us in our day-to-day activities (S. K. Jha and Meena Malik. 2017).

Communication is the art and process of creating and sharing ideas. Effective communication depends on the richness of those ideas. Communication skills are the tools that we use to remove the barriers to effective communication (MTD Training, 2010). Communication has four attributes or qualities; understanding these attributes helps us to improve our competence and skills in communication.



1. Communication is unintentional as well as intentional.

We do not always convey exactly what we want to; the targeted receiver may receive less or more than what we intended to convey. A casual observer (unintentional receiver) may receive information or ideas which we did not intend for him/her. Non-verbal behavior conveys something about us; what we speak or write is accompanied by non-verbal behavior. We cannot "not communicate"; even our non-communication in words communicates something; for example, it may convey that we wish to be left alone. Communication takes place even when we do not plan it and when we are not conscious of it; we may communicate something that we had not intended to communicate.

2. Communication is a dynamic process.

A process is an ongoing, non-static activity. Communication is considered as a process to emphasize that it is always changing, always in motion. A process is a series of actions that has neither beginning nor end. The notion of process involves a time dimension; which means that the characteristics, causes, and consequences of an act of communication are subject to change while the communication act takes place. An important element in communication is the concept of "change."

Communication grows and develops; even if the same two persons exchange the same ideas again, the communication is not exactly the same as it was the first time, because the two persons have grown and developed and changed since then. Every time we consciously engage in an act of communication, we bring to it all our previous experience, feelings, thoughts, attitudes which have been formed by other communication events.



3. Communication is systemic.

Every component of the process is affected by every other component. The source, the environment, the goal, the medium, the nature of the message, the receiver, the feedback, all affect one another. If the audience is inattentive or uninterested, the source is not able to speak! convey effectively. If a wrong medium is chosen, a particular message may fail to have the intended result; if the goal is not clear, the message will be confused. Disturbance at any stage in the communication process affects the entire process.

4. Communication is both interaction and transaction.

The two participants, the source and the receiver, exchange ideas and information and influence each other during the process of communication. They also come to a shared and common meaning as a result of the communication. They share as well as exchange thoughts and meanings (Urmila Rai, 2010).

In order to analyze the activity of communication, we must know the process and the elements involved in the process of communication. There are seven elements or factors which make up the process of communication:

1. Source /Sender, is the one who initiates the action of communicating
2. Audience/Receiver is the person(s) for whom the communication is intended
3. Goal/Purpose is the sender's reason for communicating, the desired result of the communication
4. Message/ Content is the information conveyed
5. Medium /Channel is the means or method used for conveying the message
6. Feedback is the receiver's response to the communication as observed by the sender



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7. Environment /Context is the background in which the communication takes place.

Each of these is complex; any analysis of communication has to take into account the various possibilities of each of these. The process of communication involves decisions and activities by the two persons involved, the sender and the receiver (Urmila Rai.2010; 7).

5. Speaking Skill Assessment

This theory then developed as the criteria of speaking test assessment. However, the design of speaking assessment may vary; depend on the types of speaking assessed. Nunan (1999) described criterias for speaking skill assessment as below .:

- 1) **Grammar.** Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.
- 2) **Vocabulary.** The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are.
- 3) **Comprehension.** Understanding the context of the conversation and able to give appropriate response according to the question.
- 4) **Fluency.** The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitation in choosing words.
- 5) **Pronunciation.** Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the assessment.



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Task deals with finishing the command given during the speaking test. Like all test scores, speaking scores must be dependable, fair, and above all useful for the

intended purposes (Luoma, 2004). To ensure speaking skill assessment is trustworthy.

The assessment is designed to assess students' extensive speaking skill. The result of the test will decide whether test takers pass or fail the subject (speaking subject).

In this task, the instruction for speaking assessment given is as follow:

- a) Students are required to perform 10 minutes oral presentation which consists of 8 minutes of presentation and 2 minutes of discussion time. Topic for presentation is free. Students can pick any themes that interest them. During discussion time, presenter has to lead the discussion to make sure it is not out of topic.
- b) Presentation is delivered by using power point or overhead projector. The media is provided but students need to prepare the materials. Scoring criteria sheet is given to acknowledge students about the skills going to be assessed.
- c) Due to a large number of students, the test will be held in two times meetings. Students may choose to deliver their presentation on the first or second meeting. The turn is not based on alphabetical order but student's willingness.

Brown and Abeywickrama (2010) contend that to provide effective assessment, there are four rules that need to establish: specify criterion, give appropriate tasks, present maximum output, and set practical and reliable scoring procedures. For this assessment, the table on oral presentation criteria below is going to be used to evaluate students' performance. Each criterion is designed to ease teacher

to score students' presentation. It is also practical as teacher only needs to put ticks on the appropriate score presented in.

The criteria used to evaluate students' performance are based on those developed by Brown (2007). He suggests there are at least are six criteria to assess speaking skill: pronunciation, fluency, grammar, vocabulary, discourse feature, and task accomplishment. In addition, presentation skill checklist will be added to oral presentation assessment criteria. However, the point is not more than twenty percent of overall score to maintain the validity of assessment which focuses on speaking skill (Table. 1).

Each rating criteria is worth some points. The table below shows the numbers.

Table 2.1. Oral Presentation Assessment Criteria by Brown & Abeywickrama (2010)

Criteria	E	VG	G	S	P	Comment
SPEAKING SKILLS						
Fluency and Coherence <i>speaks fluently with only rare repetition or self-correction; Speaks coherently and develops topics fully and appropriately</i>						
Lexical resource and range <i>Express with some flexibility and appropriateness, giving effective descriptions and expressing viewpoints on a variety of topics.</i>						
Grammatical range and accuracy <i>Complex sentence use and minor grammatical occurrence.</i>						
Pronunciation <i>Pronounce words correctly, articulate clearly, intonate appropriately</i>						
Interaction (Listen and respond) <i>Good contribution to other Active in conversation development</i>						
Task accomplishment						
PRESENTATION SKILLS						
<i>Presentation was organized, information was logical and presented in well sequencing. The assignment was completed according to instruction provided. Presentation done within time allocation</i>						
Total						

Table 2.2 Rating Points

Initial	Criteria	Score
E	excellent	5 points
VG	Very good	4 points
G	Good	3 points
S	satisfactorily	2 points
P	poor	1 point

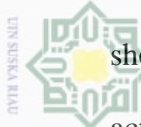
The student's speaking skills improvement has been made by the students after being treated by some problem sticks, their speaking ability will be assessed by speaking assessment adapted from Arthur Hughes collaborated with FSI (foreign service instate). There are five components have rating range from 1-6 with different weighting point from the lowest to the highest. The speaking measurement contains of some component elaborated from student's skill including their pronunciation, grammar, vocabulary, fluency and comprehension (Hughes, 2003, p.131).

6. The Correlation of School Culture on Speaking Skill

Language and culture are so close that are being identified as synonyms (Scarcella, 1992) cited by Mohammad Golshan and Taleb Ranjbar (2017). On the one hand, language is used to express people's cultural thoughts, beliefs and to communicate; on the other hand, culture is embedded in the language. The interwoven relationship between language and culture can be summarized by Brown (2000, p.177): "A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture."

Research done by Turid Skarre Aasebø, Jorunn H. Midtsundstad & Ilmi Willbergh (2015) "Teaching in the age of accountability: restrained by school culture?"





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showed that school culture was understood as attitudes, communication (speaking activities), student focus and engagement. Teaching speaking treated as teachers' and students' talk about subject matter in whole-class teaching. School culture as a complex construct comprised of four dimensions, namely professional orientations, organizational structures, the quality of the learning environment and student centred focus. The data on whole-class talk on subject matter was taken from three concepts of teaching speaking. The three concepts combined the two aspects of communication which was the content aspect ('what') and the speech aspect ('how'). The content aspect was adapted or expressed curriculum ('what do they talk about') and then the speech aspect ('how do they talk and who is talking') considered to be more or less like conversation or explanation. While all the three concepts of teaching speaking were found in all the four schools as the sample of the research. The result showed that the comparison of each schools revealed differences in the forms of teaching speaking.

In this research, the researchers found that some different forms of teaching speaking across topics and subjects, dialogue depends on students' responses to teacher's invitations to participate that made it possible to develop the subject matter together. At school A, many of the students were willing to engage in the conversation. Sometimes the lesson started with students talking about their own experiences and the rest was a mixture of teacher's comments and questions and students' responses and new initiatives. At school B, the students were often invited to take part in the interpretation of subject matter. But the students were reluctant and often resisted participating in conversational speech. They did not respond or they gave answers which seemed to indicate resistance, non-interest or random guesses on the right answers, despite the teacher's innumerable attempts to get them involved. When the

teacher asked about associations to drama, one student replied by saying ‘bad, unintelligible novel’, and when the teacher reminded the class about previous teaching on the subject at hand, nobody said they remembered.

At school C, the questions were sometimes posed to all the students one by one, and sometimes to students who wanted to answer. The first case often meant that almost all the students were invited to participate during a single lesson. This may explained why school C had the highest score on students’ participation compared to the other schools and the last was school D participated in several projects aimed to improve various aspects of teaching and learning. The multitude of projects have resulted in a lack of common focus and teachers were forced to individually choose between them. Lack of common ‘focus’ and ‘attitude’ resulted in a weaker common school culture in school D compared to the other schools, which also means that speaking in communicating activities was less restrained by the school culture. The possibility for students to experience meaning was dependent on the individual teacher, and the students had to relate to different expectations from different teachers.

Based on the study by Laura Melissa Pérez Rolong, Luís Fernando Arroyo Cervera, Andrés Leonardo Colón Mora (2018) that 58% of the students think that learning local culture while learning English is very important and the 42% consider that is important. This means that they are aware of the importance of learning culture and English at the same time. The 62, 5% of the students think that learning local culture while learning English is very important and the 37, 5% consider that is important. This means that they are aware of the importance of learning culture and English at the same time. They also showed reciprocity to the process of engagement with the local traditions and behaviors of their own community.



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Nyambuoro (2012) in a study done in selected secondary schools in Homa-bay district, Kenya, indicated that school culture was a totality of all that went on in a school. He noted that school climate, values, norms, beliefs, traditions, symbols were artifacts that were subsets of school culture which affected students' academic performance. Nyambuoro defined school climate as teachers' perception of the general work environment of the school, the formal organization, informal organization, personalities of participants and organizational leadership influence. It was the set of internal characteristics that distinguished one school from another and influenced the behavior of one another.

The classes in language and culture aim at improving one's understanding of the language and the people who speak it. Trained to be prospective teachers of English, for students of ELT, studying English culture is not an arbitrary but a necessary activity. EFL teaching should lead to a better understanding of and an insight into one's native culture. Students must be provided with the necessary linguistic, communicative and intercultural skills to reflect upon and portray their own society, to express themselves, and to present their own culture in the target language. Besides, discussion can be initiated for the students to compare the underlying values and beliefs in students' native culture with the target culture so that students can not only know the difference but also better appreciate both cultures.

B. Relevant Researches

The relevant research is the researches that will probably lead to the scientific advancements the author is referring to in the thesis or related to the variables that are



relevant with the researches. These are the relevant researches that have relevancy with the research as below :

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- 1) *Factors affecting students' speaking performance at High Schools in Malang* by Khalil Jahbel. 2017. This study aimed at investigating the factors that may affect students' speaking performance and the problems that the students at High Schools in Malang encounter when they learn to speak English. The sample consisted of 27 participants. Twenty one students and six teachers. Two questionnaires were distributed to participants to state the problems they face in speaking classes and to reveal their opinions towards the factors that affect learning speaking skill. An interview was conducted with teachers. Analysis of the data indicated that students encounter several problems in speaking and different factors that affect their learning the skill, such as psychological and linguistic factors. The psychological factors include students are worried about making mistakes and feel shy; lack of motivation and confidence, whereas the linguistic factors include using their mother tongue which is a result of lack of vocabulary and incorrect pronunciation.
- 2) *An Analysis of Factors Influencing Learners' English Speaking Skill* by Lai-Mei Leong & Seyedeh Masoumeh Ahmadi. 2017, Based on the research, I summarize that this study can be useful to teachers and researchers to consider their language learners' speaking needs in English language teaching and learning context. This review paper traces out the body of research concerning the term speaking, the importance of speaking, characteristics of speaking performance, speaking problems, and factors affecting speaking performance. According to the review of literature, appropriate speaking instruction was



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found to be the learners' priority and a field in which they need more attention. They stop talking because they face psychological obstacles or cannot find the suitable words and expressions. The modern world of media and mass communication requires good knowledge of spoken English.

- 3) *Factors Affecting Students' Speaking Performance At Le Thanh Hien High School* by Nguyen Hoang Tuan, Tran Ngoc Mai. 2015. The purpose of this study was to investigate the speaking problems of the students at Le Thanh Hien High School and the factors affecting their speaking performance. The research instruments used in this study were questionnaires and class observation. Based on the research findings some recommendations were made. The study was expected to help students improve their performance in speaking classes. In reality, many language learners find it difficult to express themselves in spoken language in the target language. Based on the research findings some recommendations were made. The study was expected to help students improve their performance in speaking classes.
- 4) *Workplace diversity and intercultural communication: A phenomenological study* by Adam Evans and Harika Suklun, 2017. This phenomenological study examines the contextual history of professional non-native English-speaking women in the United States to form a basis of comparison with native English speakers. In this study, 16 professional, native English-speaking women currently working in the US were interviewed. Participants in this study were asked to describe professional and intercultural experiences through interactions with non-native English-speaking coworkers, any expectations of the interactions or violations of those expectations, and any



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miscommunications that may have occurred. This study revealed that native English-speaking professional women express empathetic intentions toward non-native English speakers in the workplace. They utilize their coping mechanisms intending to improve communication with the non-native English-speaking professional women. It is within these coping mechanisms that a potential conflict was identified, as native English speakers attempting to slow down speech can be offensive to the non-native English-speaking women.

- 5) *The Influence of Culture on Interpersonal Communication At PWC* by Anastasiya Tkachenko, 2017, the study concluded that the main causes of communication problems, in general, is "Lack of active listening" and "Misinterpretation of somebody's words," representing 30% of the communication problems' causes. However, considering communication only within people from different nationalities, "Cultural differences" is pointed as the main cause of miscommunications by 30% of the sample, also followed by "Misinterpretation of somebody's words," representing 26% of the sample.
- 6) *The effect of cultural intelligence on communication skills* by Elham Ahmadian and Mahnaz Amirpour. 2018. The survey research with the sample of all students of Islamic Azad University of Khorasan Razavi at 2012/2013 academic year about 8259 people. A sampling method was multi-phase and universities of Mashhad, Quchan, Torbat Heydarieh, Torbat Jam and Kashmar were selected so the sample size as 370 cases is considered. Research instrument was cultural intelligence questionnaire. Data were analyzed by using SPSS software, Kolmogorov-Smirnov and Spearman coefficient. The research concluded that cultural intelligence has significant effects on students'



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communicative skills, listening skills, verbal skills and feedback skills. In general, cultural intelligence is effective on students' communicative skills

- 7) *Factors Affecting English Oral Communication Among Malaysian Civil Engineering Graduates: An Exploratory Analysis* by Sarala Thulasi Palpanadan, Iqbal Ahmad. 2018. The purpose of this study was to explore the crucial challenging factors faced by graduates the in speaking in English. A survey technique was used to collect data from 150 civil engineering graduate of a university in Malaysia. The data was analyzed using descriptive statistics and factor analysis. Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy value was highly significant. The factor analysis showed that there were four prime factors: lack of practice, poor readings habits, poor vocabulary and cramming habits. This study also provided some suggestions to improve their oral communication skills. This study examined the factors affecting English oral communication skills among the civil engineering graduates in Malaysia. The results of the study highlighted that there were four factors which influenced the oral communication of the civil graduates at UTHM. The four factors were lack of English language practice, poor reading habits, poor vocabulary, and cramming habit among the students. Based on the main factors identified, providing the graduates with regular oral practice, encouraging them to speak in English during lecture hours and giving them good reading assignment would help them improve their English oral communication skills.
- 8) *Importance of English Communication Skills* by Shaik Riyaz Ahmad. 2016. Based on the research, it concluded that most people are born with the physical ability to talk, but we must learn to speak well and communicate effectively.



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We are also taught some communication skills directly through education. By bringing those skills into practice and getting them evaluated. The face of modern India is changed drastically due to globalization it has brought to India different cultures. In today's world of competition no organizations want to remain local their aim is to expand all over the world. Technical institutions have realized the importance of communicating in English in response to the increasing needs of job market. Most of the organizations require people in different capacities with good communication abilities which comprise interacting with customers and clients, explaining policies and procedures, entertaining foreign clients, conducting meeting, delivering presentations, liaising, responding to customer complaints and taking orders, etc.

- 9) *The Importance of Teaching Culture in the Foreign Language Classroom* by Dimitrios Thanasoulas. 2001. The thesis is concerned with the contribution and incorporation of the teaching of culture into the foreign language classroom. The main premise of the paper is that effective communication is more than a matter of language proficiency and that, apart from enhancing and enriching communicative competence, cultural competence can also lead to empathy and respect toward different cultures as well as promote objectivity and cultural perspicacity. Based on the analysis, it concluded that culture teaching should allow learners to increase their knowledge of the target culture in terms of people's way of life, values, attitudes, and beliefs, and how these manifest themselves or are couched in linguistic categories and forms. More specifically, the teaching of culture should make learners aware of speech acts, connotations, etiquette, that is, appropriate or inappropriate behavior, as well



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as provide them with the opportunity to act out being a member of the target culture. Equipped with the knowledge that such notions as “superior” or “inferior” cultures are nothing but sweeping generalizations emanating from lack of knowledge and disrespect to other human beings with different worldviews, learners can delve into the target language and use it as a tool not only to communicate in the country where it is spoken but also to give a second (or third) voice to their thoughts, thus flying in the face of cultural conventions and stereotypes.

C. Operational Concept

To avoid misunderstanding about this research, it is necessary to explain about the variables used in this research. As mentioned by Syafi'i (2007, p.122) that all related theoretical frameworks, can be operated in the operational concept. There are two variables; X variables and Y variables.

Independent variable or X variable of this research is School Culture and dependent variable or Y variable of this research is the Students' Speaking Skill. The theoretical concepts explained above are still general and abstract.

They need to be described operationally by particular words or indicators, so that they can be measured empirically. Therefore, the operational concept of the independent or X variable of which is the School Culture. Deal and Peterson (1999) in Cowley et al (2005, pp 116) identified and elaborated on the elements of school cultures that were developed into operational concepts as follows :

- 1) The school has a mission focused on student and teacher learning



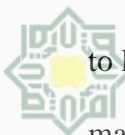
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- 2) The mission statement communicates the work that must be done to fulfill the school's purpose
- 3) School consistently consider how teaching/learning can be improved in English
- 4) The school has core values of collegiality, performance, and improvement
- 5) The school has positive beliefs and assumptions about the potential of students and staff to learn and grow
- 6) The school has a strong professional community that uses knowledge, experience, and research to improve practice
- 7) The collaboration among school is motivated by attempts to improve student learning.
- 8) The leaders of the school shared leadership that balances continuity and improvement
- 9) The school has rituals and ceremonies that reinforce core cultural values
- 10) The school has stories that celebrate successes
- 11) The school has a physical environment that symbolizes joy and pride
- 12) The school has a widely shared sense of respect and caring for everyone.
- 13) Teachers look for ways to improve their own performance in English.
- 14) There are signs in English that help visitors find the locations they are looking for in our building.

The indicators above were limited based on the needs of the research in the school were the vision of school to maintain on student and teacher learning environment, to maintain school's mission having good communication to fulfill the school's purpose, consistently improve English teaching and learning, having positive beliefs on students



to learn and grow, maintain collaboration among schools to improve student learning, maintain rituals and ceremonies that reinforce core cultural values, shared sense of respect and caring for everyone in English speaking, teachers look for ways to improve their own performance in English, and signs in English to socialize the school culture community.

The operational concept of the dependent or Y variable of which is the speaking skill developed from the criteria for speaking skill assessment (Nunan, 1999) as below :

- 1) Grammar. Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.
- 2) Vocabulary. The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are.
- 3) Comprehension. Understanding the context of the conversation and able to give appropriate response according to the question.
- 4) Fluency. The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitation in choosing words.
- 5) Pronunciation. Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the assessment.



D. Assumption and Hypothesis

1. Assumption

In this research, the researcher assumed that there is any correlation of school culture and students' speaking skill. This means that it is also assumed that there is a significant correlation of school culture and students' speaking skill of the students' at MAN 1 Pekanbaru.

2. Hypothesis

- a. H_0 : There is no significant correlation of school culture and students' speaking skill at Madrasah Aliyah Negeri 1 Pekanbaru.
- b. H_a : There is a significant correlation of school culture and students' speaking skill at Madrasah Aliyah Negeri 1 Pekanbaru.

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CHAPTER III

METHOD OF THE RESEARCH

A. Method of the Research

This research is a quantitative research. It uses a correlational research design. Creswell (2012) indicates in correlational research design, investigators use the correlation statistical to describe and measure the degree of association (or relationship) between two or more variables or sets of score.

According to Matthews & Ross (2010) quantitative research methods are basically applied to the collection of data that is structured and which could be represented numerically. Generally quantitative data is collected when researcher has adopted the positivist epistemological approach and data is collected that can be scientifically analyzed.

Quantitative research method can be defined as research method wish based on positivism, use to carry out the research in certain population or sample, sampling method with random sampling, collecting data with research instrument, quantitative data analysis/ statistics with the aim to test the stated hypothesis (Sugiyono, 2018)

In brief, there are two variables in this research, the independent variable, and dependent variable. The independent variable is School Culture symbolized by “X” and the dependent variable is Student’s Speaking Skill symbolized by “Y”. This research would like to measure the degree of association or correlation among school culture and students’ speaking skill at the eleventh grade students of MAN 1 Pekanbaru.



B. Design of Research

Because of this research found out correlation of school culture with the student's speaking skills, so, this research was a quantitative survey research. A survey is a method of collecting information about a human population in which direct contact is made with the units of study (individual, organizations, communications, etc) through such systematic means as questionnaires and interview schedule (Warwick and Lininger, 1975).

Creswell (2012) states that in its many applications, survey research is a popular design in education. Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. In this procedure, survey researchers collect quantitative, numbered data using questionnaires (e.g., mailed questionnaires) or interviews (e.g., one-on-one interviews) and statistically analyze the data to describe trends about responses to questions and to test research questions or hypotheses.

They also interpret the meaning of the data by relating results of the statistical test back to past research studies. Survey designs differ from experimental research in that they do not involve a treatment given to participants by the researcher. Because survey researchers do not experimentally manipulate the conditions, they cannot explain cause and effect as well as experimental researchers can. Instead, survey studies describe trends in the data rather than offer rigorous explanations. Survey research has much in common with correlational designs. Survey researchers often correlate variables, but their focus is directed more toward learning about a population



and less on relating variables or predicting outcomes, as is the focus in correlational research (Cresswell, John W, 2008).

Figure 3.1
Research Design



Note:

X : School Culture
Y : Student's Speaking Skill

In conducting this research, the researcher designed the research with two variables namely school culture as independent variable (Variable X) and students' speaking skill as dependent variable (Variable Y).

C. Time and Location of the Research

This research have been held from October 2020 up to April 2021. This research was conducted at MAN 1 Pekanbaru which is located on Jl. Bandeng No. 51A, Tangkerang Tengah, District of Marpoyan Damai, Pekanbaru 28282 Riau.

D. Subject and Object of The Research

1. Subject of the Research

The subject of this research is the eleventh grade students at MAN 1 Pekanbaru.

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2. Object of the Research

The object of this research is the school culture at Madrasah Aliyah Negeri 1

Pekanbaru.

E. Population and Sample of The Research

a. Population

The population of this research is all the eleventh grade students of MAN 1 Pekanbaru. It has 12 classes (2 classes of SMART class, 2 classes of AG class, 4 classes of MIA class, 4 classes of IIS class): the number of the students at the eleventh grade students of MAN 1 Pekanbaru are 293 students. The details of XI students each class at MAN 1 Pekanbaru are as follows:

Table III.1
Population Per Class

No	Classes	Amount
1	XI Smart Class 1	16
2	XI Smart Class 2	25
3	XI SC AG 1	20
4	XI SC AG 2	25
5	XI MIA 1	23
6	XI MIA 2	29
7	XI MIA 3	31
8	XI MIA 4	31
9	XI IIS 1	27
10	XI IIS 2	24
11	XI IIS 3	19
12	XI IIS 4	23
	T o t a l	293

b. Sample

Since the population for this research is large enough to be taken all, therefore the research will take some as the sample. According to Arikunto (2002, 112) that if



the subject is less than 100, it is better to take all population as sample, so the research is called population research. Then, if the subject is huge, so the sample can be taken between 10-15% or 20-25% or more, depend on: 1) The ability of research based on time, resource and cost, 2) Less or width of the research subject, 3) High or low risk of the researcher.

From the above considerations, the research will only take 25% from the population of the research with the following calculations:

$$n = 25\% \times N$$

Remarks: n = Number of samples
 N = Total population

So, total of the sample in this research is as below:

$$n = 25\% \times 293 = 74 \text{ samples}$$

After we got the total of the sample, then the sample is distributed as below:

Table III.2
Sample Per-Class

No	Classes	Amount	Samples
1	XI Smart Class 1	16	4
2	XI Smart Class 2	25	6
3	XI SC AG 1	20	5
4	XI SC AG 2	25	6
5	XI MIA 1	23	6
6	XI MIA 2	29	7
7	XI MIA 3	31	8
8	XI MIA 4	31	8
9	XI IIS 1	27	7
10	XI IIS 2	24	6
11	XI IIS 3	19	5
12	XI IIS 4	23	6
	Total	293	74



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The sample will be taken with random sampling. Random sampling is a part of the sampling technique in which each sample has an equal probability of being chosen.

A sample chosen randomly is meant to be an unbiased representation of the total population. If for some reasons, the sample does not represent the population, the variation is called a sampling error.

F. Technique of Data Collection

The data in this reaearch will be collected with the following methods :

1. Questionnaire.

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer or post. Questionnaires can be an effective means of measuring the behavior, attitudes, preferences, opinions and, intentions of relatively large numbers of subjects more cheaply and quickly than other methods.

Questionnaire will be used to collect data of school culture at Madrasah Aliyah Negeri 1 Pekanbaru.

The scale that is used for the option of questionnaire is Likert scale. Likert scale ask participants to respond to a series of statements by indicating whether they strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD) which each statements. Each option also has score based on the Likert Scale Rating below:

Strongly agree (SA) = 4

Agree (A), = 3



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Disagree (D) = 2

Strongly disagree (SD) = 1

2. Documentation.

Documentation or document research method refers to the analysis of documents that contains information about the scenario or event under consideration. It is used to investigate, categorize and analyze physical sources, most commonly written documents, in the social, public or digital world. This research method is just as good as and sometimes even more cost effective than the surveys, in-depth interviews or other observation based methods such as ethnography. Documentation will be used to collect data of student speaking skill in English at Madrasah Aliyah Negeri 1 Pekanbaru.

The classification of students' speaking skill score can be summarized based on the below table.

Table III.3
Classification of School Culture and Students' Speaking Skill Score

No	Range (%)	Category
1	81 – 100	Very good
2	61 – 80	Good
3	41-60	Good Enough
4	21-40	Low
5	0-20	Very Low

(Riduwan, 2011)

G. Trial Tests of Instruments

1. Validity Test

Validity is the individual's scores from an instrument that make sense, meaningful, enable you, as the researcher, to draw good conclusion from the



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sample you are studying to the population (Creswell, 2008, p. 169). It means that validity is the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment. This research used construct validity. The researcher used SPSS 23.0 to analyze the validity of instrument. The researcher compared r value to r table at significant level of 5% is 0.374 ($d=N-2=28$). The standard value of validity is $r_{\text{value}} > r_{\text{table}}$. Based on the try out result, it was determined that 14 items were valid and no item was not valid. The result shown in the table as below:

Table III.4
Validity Test Results of School Culture

No	r observed	r table	Remarks
1	0,635	0.374	Valid
2	0,670	0.374	Valid
3	0,524	0.374	Valid
4	0,416	0.374	Valid
5	0,488	0.374	Valid
6	0,718	0.374	Valid
7	0,601	0.374	Valid
8	0,421	0.374	Valid
9	0,637	0.374	Valid
10	0,667	0.374	Valid
11	0,648	0.374	Valid
12	0,463	0.374	Valid
13	0,501	0.374	Valid
14	0.485	0.374	Valid

Source : Research Data, 2021



Based on the table III.3, it can be seen that 14 item scores were higher than r_{table} ($r_{observe} > r_{table}$). It means that all item of the questionnaire (14 items) can be used to collect research data.

2. Reliability Test

Reliability has to do with accuracy of measurement. This kind of accuracy was reflected in obtaining the similar results when measurement was repeated on different or by different person. The characteristic of reliability is sometimes termed consistency (Brown, 2003, p.20) and this research is internal consistency reliability. According to Creswell (2012, p.159), internal consistency reliability is the instrument administered once; using one version of the instrument. As Cohen et.al, (2007, p.506) the guidelines for reliability is as below table:

Table III.5
Category of Reliability

No	Reliability	Category
1	>0.90	Very highly reliable
2	0.80-0.90	Highly reliable
3	0.70-0.79	Reliable
4	0.60-0.69	Minimally reliable
5	<0.60	Unacceptably low reliability

(Cohen et.al,2007, p.506)

Table III.6
Reliability Statistics of School Culture

Reliability Statistics	
Cronbach's Alpha	N of Items
.837	14



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From the table above, it can be seen the value of Cronbach's alpha is 0.894. The level of reliability is highly reliable, so it can be concluded that the questionnaire is **reliable**.

H. Technique of Data Analysis

1. Normality Test

Normality test is done to know if the data are normally distributed or not.

This test will be analyzed by using SPSS 23.0 program. If significance value > 0.05 the data are normal, if significance value < 0.05 the data not normally distributed. The analysis of *Kolmogorov – Smirnov* is used to find the significance value.

2. Linearity Test

Linearity Test is the test to measure ability of a quantitative analytical method to provide results that are directly proportional to the concentration or activity of an analysis in test samples, within a given measuring interval.

3. Hypothesis Test

The design of this research was correlational research design. According to Yusuf (2013) that the correlational research is a type of research that correlate one or several variable with another or several other variable. The correlational research is also called association research. In association research, correlation between two or more variable studied without influencing the variables (A.Muri Yusuf.2013). This research consisted of two variables; the independent variable is symbolized by "X" that is School Culture and the dependent one is "Y" that refers to Students' Speaking Skill.



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In order to find out whether there is a significant correlation or not between school culture and their speaking skills in English, the researcher used the score of questionnaire of variable X and documentation of variable Y. In analyzing the data, the writer used a *Pearson Product- Moment Correlation coefficient* (r) through SPSS 24.00 version program. According to Siregar (2013) indicated H_0 is accepted if the significance 2- tailed value is bigger than α ($\text{sig-t} > \alpha$, in this case α value is 0.05).

Moreover, statistically the hypotheses are:

$$H_a : r_o > r_{\text{table}}$$

$$H_o : r_o \leq r_{\text{table}}$$

H_a is accepted if $r_o > r_{\text{table}}$, there is a significant correlation.

H_o is accepted if $r_o \leq r_{\text{table}}$, there is no significant correlation.

After that, the score of r coefficient can be summarized based on the below category

Table III.7
Manual to Interpret Coefficient of Correlation

Interval of Coefficient	Level of Correlation
0.00 – 0.199	Very low
0.20 – 0.399	Low
0.40 – 0.599	Middle
0.60 – 0.799	Strong
0.80 – 1.00	Very strong

(Adapted from Sugiyono.2008: p.257)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

From the data finding, the mean score of school culture was 75,8% (Good Category) and the mean score of Students' Speaking Skill was 81.16 (Very Good Result). Although the score was very good, but some of the students had the score below minimum standard score of speaking skills (KKM = 80) with the number of 24 students from 74 students.

Based on SPSS analysis, the Pearson correlation of this research is 0.669. The writer also concludes that the correlation between school culture and students' speaking skills at the second year of Madrasah Aliyah Negeri 1 Pekanbaru was categorized strong. From the hypothesis test, H_0 was rejected and H_a was accepted, it meant that there was a significant correlation between the school culture and their speaking skill in English at the eleventh grade students of Madrasah Aliyah Negeri 1 Pekanbaru,

From the data analysis, the writer concluded that the correlation between school culture and students' speaking skills was strong and positive. It means that the higher school culture is, the higher students' speaking skill will be. On the contrary, the lower the school culture, the lower, their speaking skill will be.

B. Suggestions

Based on the result of the research, the writer would like to give some suggestions as follows:



1. Teacher and school should help the students to increase their activity in school culture in related with English. This can be done by : The school has a mission focused on student and teacher learning, The mission statement communicates the work that must be done to fulfill the school's purpose, School consistently consider how teaching/learning can be improved in English, The school has core values of collegiality, performance, and improvement, The school has positive beliefs and assumptions about the potential of students and staff to learn and grow, The school has a strong professional community that uses knowledge, experience, and research to improve practice, The collaboration among school is motivated by attempts to improve student learning, The leaders of the school shared leadership that balances continuity and improvement, The school has rituals and ceremonies that reinforce core cultural values, The school has stories that celebrate successes, The school has a physical environment that symbolizes joy and pride, The school has a widely shared sense of respect and caring for everyone, Teachers look for ways to improve their own performance in English, There are signs in English that help visitors find the locations they are looking for in our building.
2. This is the responsibility of the candidate of English teachers in the future to pay more attention to increase the activity of school culture and student's speaking skill in the school of the students in order that they can reach the target of the teaching.

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Appendix 1 Syllabus of English at Eleventh Grade Students

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS-WAJIB
Kelas : XI
Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada</p>	<p>Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya</p> <p><i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain Terbiasa menggunakan ungkapan memberi saran dan tawaran 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan. Siswa belajar mengambil giliran dalam melakukan tindak komunikasi <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Kesesuaian format penulisan/ penyampaian 	2 x 2jp	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>ungkapkan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya</p> <p>4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>dan meresponnya</p> <p><i>Ungkapan</i></p> <p>Saran dan tawaran: <i>Why don't you... What about ...? You should ... You can Do you need?</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Ucapan, tekanan kata, intonasi, (2) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku peduli, kerjasama, dan proaktif</p>	<ul style="list-style-type: none"> - Fungsi sosial - Ungkapan yang digunakan untuk memberi saran dan tawaran - Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan dan tawaran dan meresponnya • Siswa berlatih menggunakan ungkapan tersebut • Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokkannya berdasarkan penggunaan. • Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa membandingkan cara mengambil giliran dan 	<p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya . • Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi 		en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>merespon dengan yang diperoleh dari sumber lain</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa bermain peran memberi saran dan tawaran serta responnya Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks. Siswa membuat 'learning journal' 			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International</p> <p>2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks</p>	<p>Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya</p> <p><i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain <p><i>Ungkapan</i></p> <p>menyatakan pendapat/pikiran</p> <p><i>I think ...</i></p> <p><i>I suppose...</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya Siswa mengikuti interaksi menyatakan pendapat dan pikiran Siswa menirukan model interaksi menyatakan pendapat dan pikiran Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial ungkapan menyatakan pendapat dan pikiran Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Kesesuaian format penulisan/penyampaian <p>CARA PENILAIAN:</p>	2 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.</p>	<p><i>In my opinion ...</i></p> <p><i>Unsur Kebahasaan</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<p>dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (<i>learning journal</i>). 	<p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan pendapat dan pikiran. Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan komunikasi Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International</p> <p>2.1.Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.</p> <p>3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (<i>extended</i>), sesuai dengan konteks penggunaannya</p> <p>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan harapan dan doa, bersayap (<i>extended</i>) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>	<p>Teks lisan dan tulis untuk menyatakan harapan dan doa serta responnya</p> <p><i>Fungsi sosial:</i> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</p> <p><i>Ungkapan:</i> harapan dan doa - <i>I hope ...</i> - <i>I wish you all the best. Thank you.</i></p> <p><i>Unsur kebahasaan:</i> Ucapan, tekanan kata, intonasi</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi ungkapan harapan dan doa Siswa mengikuti interaksi harapan dan doa Siswa menirukan model interaksi harapan dan doa Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi harapan dan doa. (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan harapan dan doa dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyatakan harapan dan doa dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan harapan dan doa yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi social ungkapan menyatakan harapan dan doa Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan harapan dan doa bersayap Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan harapan dan doa bersayap Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyatakan harapan dan doa serta responnya. 	2 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>bahasa Inggris dan dalam bahasa siswa.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan harapan dan doa dalam bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan penggunaan ungkapan harapan dan doa dalam bahasa Inggris dalam jurnal belajar (<i>learning journal</i>). 	<p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyatakan harapan dan doa ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan komunikasi 		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi,</p>	<p>Teks khusus, lisan dan tulis, berbentuk undangan resmi sederhana</p> <p><i>Fungsi Sosial</i></p> <p>Menjagahubungan transaksional dengan orang lain</p> <p><i>Struktur</i></p> <p><i>Salutation</i></p> <ul style="list-style-type: none"> <i>Will/ Could you come with me to the exhibition?</i> <i>Is it possible for you to attend my birthday party?</i> 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan berbagai ungkapan yang digunakan guru dalam mengundang secara resmi dari berbagai sumber (a.l. media massa, internet). Siswa berlatih menentukan gagasan utama, dan informasi rinci Siswa membacakan contoh-contoh teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru siswa 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan <i>role-play</i> (bermain peran) mengundang secara resmi 	3 x 2 JP	<ul style="list-style-type: none"> Berbagai undangan dalam bahasa Inggris CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sesuai dengan konteks penggunaannya</p> <p>4.4 Menangkap makna teks undangan resmi.</p> <p>4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>Closing</i></p> <p>Unsur kebahasaan:</p> <ol style="list-style-type: none"> (1) Kata dan tata bahasa baku (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan (4) Layout (5) Rujukan kata 	<p>terpancing untuk mempertanyakan tujuan; struktur dan kebahasaan yang digunakan dalam mengundang secara resmi.</p> <ul style="list-style-type: none"> Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur teks, dan unsur kebahasaan dalam mengundang secara resmi. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari contoh undangan yang lain dari berbagai sumber Siswa <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain. Siswa menyunting undang yang diambil dari berbagai sumber Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa melengkapi teks undangan resmi dan 	<ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan undangan secara resmi <p>Pengamatan (observations)</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi undangan resmi Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. 		en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>menyampaikannya di depan guru dan teman untuk mendapat feedback.</p> <ul style="list-style-type: none"> Siswa berkreasi dalam membuat kliping undangan resmi Siswa menyunting undang yang diambil dari berbagai sumber Dengan menggunakan multimedia, siswa membuat kartu undangan Siswa memperoleh penguatan dari guru dan teman sejawat 	<ul style="list-style-type: none"> Kumpulan karya siswa yang mendukung proses penulisan teks undangan resmi berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks</p>	<p>Surat pribadi sederhana</p> <p>Fungsi Sosial</p> <p>Menjalin hubungan dengan bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis</p> <p>Memberi informasi kepada teman</p> <p>Struktur</p> <p>Date</p> <p><i>Salutation: Dear</i></p> <p><i>Opening paragraph: Greetings dan mengabarkan keadaan</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan berbagai surat pribadi yang digunakan guru dari berbagai sumber (a.l. media massa, internet). Siswa membacakan contoh-contoh surat pribadi tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Siswa menyalin contoh-contoh tersebut sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. Siswa berlatih menentukan gagasan utama, dan informasi rinci <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarahan dari guru siswa terpancing untuk mempertanyakan <ul style="list-style-type: none"> Fungsi Sosial; 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial dalam menyampaikan surat pribadi Tingkat kelengkapan dan keruntutan struktur teks surat Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observasi)</p> <ul style="list-style-type: none"> Upaya menggunakan 	4 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>penggunaannya</p> <p>4.7 Menangkap makna teks surat pribadi.</p> <p>4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>sekarang dan apa yang sedang dilakukan</i></p> <p><i>Content:</i> Mengabarkan hal yang sudah/ akan terjadi</p> <p><i>Closing:</i> Menutup surat dengan harapan untuk bertemu kembali</p> <p><i>Signature</i></p> <p><i>Unsur kebahasaan:</i></p> <ul style="list-style-type: none"> • Kata dan tata bahasa baku • Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. • Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan • Rujukan kata • simple present, simple past, ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan yang jelas dan rapi 	<ul style="list-style-type: none"> - Struktur - Unsur kebahasaan yang digunakan dalam surat pribadi. • Siswa mempertanyakan cara menentukan gagasan utama, dan informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa secara mandiri dan dalam kelompok mencari contoh surat pribadi yang lain dari berbagai sumber • Siswa berdiskusi menentukan gagasan utama, dan informasi rinci dan informasi tertentu • Siswa menyusun paragraph-paragraf pendek menjadi surat pribadi. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis berbagai macam surat pribadi terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam surat pribadi <p>Komunikasi</p> <ul style="list-style-type: none"> • Siswa melengkapi surat pribadi sederhana dan menyampaikannya di depan guru dan teman untuk mendapat feedback. 	<p>Bahasa Inggris dalam menulis surat pribadi</p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan karya siswa yang mendukung proses penulisan surat pribadi, berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa berkreasi dalam menuliskan surat pribadi kepada teman/ guru Siswa memperoleh penguatan dari guru 			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya.</p> <p>4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>).</p> <p>4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), dengan memperhatikan fungsi</p>	<p>teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>)</p> <p><i>Tujuan komunikasi :</i></p> <p>menyelesaikan pekerjaan, secara lengkap dan urut.</p> <p><i>Struktur</i></p> <p>menyebutkan bahan/bagian dari benda yang dipaparkan secara lengkap, serta daftar langkah yang dilakukan</p> <p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> simple present tense imperative, Nomor yang menyatakan urutan kata keterangan ejaan, ucapan, intonasi, tekanan kata, tanda baca, 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa membaca/ membacakan/ mendengarkan berbagai macam manual dan tip. Siswa mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur yang membaca, membacakan, menonton, dan mendengarkan <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa berlatih menggunakan kalimat imperative dalam memberikan tip secara lisan dan tulis Siswa membacakan manual dan tip kepada teman dengan menggunakan unsur kebahasaan yang tepat Secara individu siswa menyalin beberapa tips <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan beberapa manual dan tips Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan manual dan tips dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan. Siswa memperoleh balikan (<i>feedback</i>) dari guru 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks prosedur Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations) Tujuan untuk memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks prosedur berbentuk manual 	4 x 2 JP	<ul style="list-style-type: none"> Manual dari berbagai produk CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	tulisan tangan yang jelas dan rapi.	dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok. Mengkomunikasikan <ul style="list-style-type: none"> Siswa mempresentasikan beberapa tips yang disalin dari beberapa sumber Siswa membuat jurnal belajar (<i>learning journal</i>) 	dan tips <ul style="list-style-type: none"> Kumpulan karya siswa yang mendukung proses penyuntingan teks prosedur. Kumpulan hasil tes dan latihan. Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu	Tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya (Passive Voice) <i>Fungsi Sosial</i> menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya <i>Struktur Teks</i> Insects are considered dangerous animals. Tsunami is caused by earthquake affecting the seabed. <i>Unsur kebahasaan</i>	MENGAMATI <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat Passive, dalam berbagai konteks. Siswa mengikuti interaksi tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan struktur Passive Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan kalimat Passive (fungsi sosial, struktur teks, dan unsur kebahasaan). MEMPERTANYAKAN Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai kalimat Passive yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kelengkapan dan keruntutan struktur teks Kesesuaian format penulisan/penyampaian Cara Penilaian: Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:	3 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.</p> <p>4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> Kata kerja be (is/ am/ are/ was/ were) dan verb 3rd form. tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi. <p><i>Topik</i></p> <p>Berbagai hal terkait dengan kejadian/ kegiatan/ tindakan ilmiah yang tanpa perlu melibatkan pelakunya</p>	<p>dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>EKSPERIMEN (Explore)</p> <ol style="list-style-type: none"> Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks <i>simulasi</i> dan kegiatan lain yang terstruktur. Siswa berusaha menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam proses pembelajaran. <p>MENGASOSIASI</p> <ul style="list-style-type: none"> Siswa membandingkan kalimat passive yang telah dipelajari dengan kalimat aktive. Siswa membandingkan antara kalimat passive dalam bahasa Inggris dengan bahasa ibu atau bahasa Indonesia. <p>KOMUNIKASI</p> <ul style="list-style-type: none"> Siswa bertanya jawab dengan kalimat passive dalam bahasa Inggris, di dalam dan di luar kelas. Siswa berkreasi dengan tulisan ilmiah mereka dengan kalimat passive Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan kalimat passive dalam jurnal belajarnya. 	<ul style="list-style-type: none"> Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk passive Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan hasil tes dan latihan. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar</p>	<p>Pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang</p>	<p>MENGAMATI</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat pengandaian, dalam berbagai konteks. 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan 	2 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p> <p>4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>akan datang</p> <p>Conditional Sentence</p> <p><i>Fungsi Sosial</i></p> <p>Menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang</p> <p><i>Struktur Teks</i></p> <ul style="list-style-type: none"> - <i>If teenagers eat too much fast food, they can easily become overweight.</i> - <i>If you exercise regularly, you will get the benefit physically and mentally</i> <p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> - If Clauses dalam simple present - Main Clause dengan modals can/ will <p><i>Topik:</i></p> <p>Berbagai hal terkait dengan mengandaikan keadaan/ kejadian/ peristiwa di waktu yang</p>	<ul style="list-style-type: none"> • Siswa mengikuti interaksi tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang selama proses pembelajaran, dengan bimbingan guru. • Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan pengandaian. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>MEMPERTANYAKAN</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pengandaian yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur. • Siswa berusaha menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan pengandaian yang telah dipelajari dengan ungkapan-ungkapan 	<p>struktur teks</p> <ul style="list-style-type: none"> • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk <i>pengandaian/ If clause</i> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mencerminkan hasil atau 		<p>Inggris</p> <ul style="list-style-type: none"> • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	akan datang	lainnya. <ul style="list-style-type: none"> Siswa membandingkan antara ungkapan pengandaian dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia. Mengkomunikasikan <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris, di dalam dan di luar kelas. Siswa berkreasi dengan imajinasi mereka dalam teks pengandaian Siswa menuliskan permasalahan dalam menggunakan pengandaian dalam bahasa Inggris untuk menyatakan dan menanyakan pengandaian dalam jurnal belajarnya. 	capaian belajar <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. 		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9 Menganalisis struktur teks dan unsur kebahasaan untuk</p>	<p>Teks ilmiah faktual (<i>factual report</i>) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam,</p> <p><i>Fungsi sosial</i></p> <ul style="list-style-type: none"> Mengamati alam Menulis paparan ilmiah mengenai benda, binatang dan gejala/ peristiwa alam <p><i>Struktur</i></p> <ul style="list-style-type: none"> Klasifikasi Umum 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu <p>Mempertanyakan (<i>questioning</i>)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. Siswa mempertanyakan cara menemukan gagasan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks ilmiah faktual Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Pengamatan (<i>observations</i>):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi</p>	4 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI</p> <p>4.13 Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI</p>	<p>tentang binatang/ benda yang ditulis, e.g.</p> <p>Slow loris is a mammal. It is found in ... It is a nocturnal animal. It is very small with</p> <ul style="list-style-type: none"> - Penggambaran mengenai bagian, sifat dan tingkah lakunya <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> - Simple Present - Kata kerja yang menggambarkan binatang/ benda/ gejala alam - Kata sifat - Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati - ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. - Rujukan kata 	<p>pokok, informasi rinci dari teks faktual report.</p> <p>Mengeksplorasi</p> <p>Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report. • Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok <p>Komunikasi</p> <ul style="list-style-type: none"> • Siswa menyalin teks report yang diduplikatnya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas • Siswa menyampaikan laporan berupa catatan (<i>note taking</i>) dari hasil membaca beberapa teks ilmiah faktual. • Membuat learning journal dalam pembelajaran 	<p>balikan.</p> <ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks ilmiah faktual • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>ini.</p> <ul style="list-style-type: none"> Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan 			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.</p> <p>4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum</p>	<p>Teks eksposisi analitis</p> <p><i>Fungsi Sosial</i></p> <p>Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab</p> <p><i>Struktur teks</i></p> <ol style="list-style-type: none"> Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut <p><i>Unsur Kebahasaan:</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text eksposisi analitis dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks eksposisi analitis Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks eksposisi analitis 	4 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<ul style="list-style-type: none"> - Kalimat Simple Present - Conditional Clauses - Modals 	<ul style="list-style-type: none"> • Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan • Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikannya di kelas • Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. • Siswa membuat 'learning journal' 	<ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar	Teks biografi pendek dan sederhana tentang tokoh	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyimak berbagai contoh teks biografi yang diberikan/ diperdengarkan guru secara 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan 	4 x 2 JP	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal</p>	<p>terkenal</p> <p><i>Fungsi Sosial</i></p> <p>Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan</p> <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/ peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> - Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan. - Simple, Continuous, Perfect tense 	<p>santun dan tanggung jawab.</p> <ul style="list-style-type: none"> • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa mengamati keteladanan dari teks biografi yang dipelajari. • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks biografi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa mencari beberapa text biografi dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rumpang dari beberapa teks biografi sederhana • Siswa secara berkelompok menuliskan /menyalin teks biografi dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teksbiografit kepada teman dengan menggunakan unsur kebahasaan yang 	<p>struktur teks</p> <ul style="list-style-type: none"> • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations):</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks biografi • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. 		<p>Inggris</p> <ul style="list-style-type: none"> • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<ul style="list-style-type: none"> - Penyebutan kata benda - Modal auxiliary verbs 	<p>tepat</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks biografi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menceritakan kembali teks biografi sederhana tentang keteladanan dari tokoh terkenal dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat klipng teks biografi dengan menyalin dan beberapa sumber. • Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks biografi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. • Siswa membuat 'learning journal' 	<ul style="list-style-type: none"> • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.</p>		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar	<p>Lagu</p> <p><i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan lagu yang diperdengarkan • Siswa menirukan model secara terbimbing. • Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut 	<p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p>	2 x 2 JP	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/Majalah berbahasa Inggris • Buku lagu bahasa Inggris

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.12 Menyebutkan fungsi sosial dan kebahasaan dalam lagu</p> <p>4.16 Menangkap pesan dalam lagu</p>	<p>moral</p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan <p><i>Topik</i></p> <p>Keteladanan tentang perilaku yang menginspirasi.</p>	<p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan pesan yang disampaikan dari lagu Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa melengkapi rumpang pada lagu tersebut dengan ungkapan yang benar sesuai dengan model yang dipelajari Siswa membacakan teks lagu dengan pengucapan dan tekanan kata yang tepat Siswa berdiskusi tentang pesan lagu yang didengar <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin Siswa mengaitkan syair lagu dengan ungkapan yang sudah dipelajari <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa mendemonstrasikan kemahiran mereka menyanyikan lagu tersebut dengan pengucapan dan tekanan kata yang benar. 	<ul style="list-style-type: none"> kesantunan saat melakukan tindakan Perilaku tanggung jawab, peduli, kerjasama dan cinta damai Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		<ul style="list-style-type: none"> Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource/files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none">Siswa melaporkan kumpulan lagu yang sudah dianalisis pesan di dalam lagu-lagu tersebutAntar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat.			

A QUESTIONNAIRE OF “SCHOOL CULTURE IN MAN 1 PEKANBARU”

Farhan Sidiq Hartanto

Faculty of Education and Teacher Training

UIN Sultan Syarif Kasim Riau

Assalamulaikum Wr. Wbr.

This questionnaire intends to investigate The School Culture in MAN 1 Pekanbaru and this will be correlated with Students’ Speaking Skill. The researcher will maintain the secrecy of your information.

There are two parts in this questionnaire. The first part is deal with background information of the students, and the second part is deal with the statement which related to the School Culture.

1st Directions

Please complete the following questions regarding your background information. Thank you.

Part A – Background Information

1. Name : _____
2. Sex (male/female) : _____
3. Class : _____

2nd Directions

The 14 items in this questionnaire are statements which describe the school culture in MAN 1 Pekanbaru. Please read each one, decide how well it applies to you, and indicate to what extent you agree or disagree with each statement in this questionnaire. For each item, please give a check (V) in the box that best represents how closely the statement applies to you.

Give only one check (V) for each item. To change an answer, draw an (X) in the incorrect response; next, you have to give a new check (X) in the desired answer. Be sure to use pen and do not erase. Thank you.



Part B – Statements

Options :

- SA** = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

No.	Statement of Questionnaire	SA	A	D	SD
1	The school has a mission focused on student and teacher in English learning (Sekolah memiliki misi yang berfokus pada pembelajaran B Inggris bagi siswa dan guru)				
2	The mission statement communicates the work that must be done to fulfill the school's purpose (Pernyataan misi mengkomunikasikan pekerjaan yang harus dilakukan untuk memenuhi tujuan sekolah).				
3	School consistently consider how teaching/learning can be improved in English. (Sekolah secara konsisten mempertimbangkan bagaimana pengajaran / pembelajaran dapat ditingkatkan dalam bahasa Inggris)				
4	Teachers look for ways to improve their own performance in English. (Guru mencari cara untuk meningkatkan kinerja mereka sendiri dalam bahasa Inggris).				
5	The school has positive beliefs and assumptions about the potential of students and staff to learn and grow with English. (Sekolah memiliki keyakinan dan asumsi positif tentang potensi siswa dan staf untuk belajar dan berkembang dengan B Inggris).				
6	The school develops personal relationships with English between teachers, administration staff and students and deliberately works at developing character. (Sekolah mengembangkan hubungan pribadi dengan menggunakan B Inggris antara guru, staf administrasi dan siswa dan dengan sengaja bekerja untuk mengembangkan karakter).				
7	Building commitment and helping students and teachers identify with the school to develop English . (Membangun komitmen dan membantu siswa dan guru mengidentifikasi dengan sekolah dalam mengembangkan B Inggris).				

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

b. Pengutipan tidak mengikan kepentingan yang wajar UIN Suska Riau.

a. Pengutipan hanya untuk keperluan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.



2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

b. Pengutipan tidak mengikan kepentingan yang wajar UIN Suska Riau.

18	The collaboration among schools is motivated by attempts to improve student learning in English. (Kolaborasi antar sekolah dilatarbelakangi oleh upaya untuk meningkatkan pembelajaran siswa dalam B Inggris).				
9	The school provide English welcome kits for students filled with school supplies, books, and a videotape about the school. (Sekolah menyediakan perlengkapan selamat datang berbahasa Inggris untuk siswa yang berisi perlengkapan sekolah, buku, dan rekaman video tentang sekolah).				
10	In school, the teacher starts the meeting by telling stories by English sometimes funny, sometimes serious about students in their classes. (Di sekolah, guru memulai pertemuan dengan bercerita berbahasa Inggris terkadang lucu, terkadang serius tentang siswa di kelasnya).				
11	The school uses English communal events to celebrate successes, communicate its values, and recognize special contributions of staff, parents, and students. (Sekolah menggunakan acara komunal B Inggris untuk merayakan keberhasilan, mengkomunikasikan nilai-nilainya, dan mengakui kontribusi khusus dari staf, orang tua, dan siswa).				
12	There are signs in English that help visitors find the locations they are looking for in our building. (Terdapat papan petunjuk dalam bahasa Inggris yang membantu pengunjung menemukan lokasi yang mereka cari di gedung kami).				
13	The school has a widely shared sense of respect and caring for everyone. (Sekolah memiliki rasa hormat dan kepedulian yang sama terhadap semua orang).				
14	The school prepare English welcome boards for ceremonial welcoming parents, new staff members or new students with care and respects. (Sekolah menyiapkan papan penyambutan berbahasa Inggris untuk secara resmi menyambut orang tua, anggota staf baru, atau siswa baru dengan penuh perhatian dan hormat).				

Thank you very much for participating to answer the questionnaires in this research.



Appendix 3 The SPSS Result of School Culture

Frequencies

Notes	
Output Created	28-JUN-2021 07:05:27
Comments	
Input	Active Dataset DataSet0
	Filter <none>
	Weight <none>
	Split File <none>
	N of Rows in Working Data File 74
Missing Value Handling	Definition of Missing User-defined missing values are treated as missing.
	Cases Used Statistics are based on all cases with valid data.
Syntax	FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 /STATISTICS=STDDEV VARIANCE MINIMUM MAXIMUM SEMEAN MEAN MEDIAN MODE SUM SKEWNESS SESKEW KURTOSIS SEKURT /ORDER=ANALYSIS.
Resources	Processor Time 00:00:00.02
	Elapsed Time 00:00:00.02

Frequency Table

		VAR00001			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	14	18.9	18.9	18.9
	3.00	45	60.8	60.8	79.7
	4.00	15	20.3	20.3	100.0
	Total	74	100.0	100.0	

VAR00002

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	2.7	2.7	2.7
	2.00	4	5.4	5.4	8.1
	3.00	56	75.7	75.7	83.8
	4.00	12	16.2	16.2	100.0
	Total	74	100.0	100.0	

VAR00003

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	9	12.2	12.2	12.2
	3.00	41	55.4	55.4	67.6
	4.00	24	32.4	32.4	100.0
	Total	74	100.0	100.0	

VAR00004

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	1.4	1.4	1.4
	2.00	11	14.9	14.9	16.2
	3.00	43	58.1	58.1	74.3
	4.00	19	25.7	25.7	100.0
	Total	74	100.0	100.0	

VAR00005

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	2.7	2.7	2.7
	2.00	5	6.8	6.8	9.5
	3.00	54	73.0	73.0	82.4
	4.00	13	17.6	17.6	100.0
	Total	74	100.0	100.0	



VAR00006

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	5	6.8	6.8	6.8
2.00	14	18.9	18.9	25.7
3.00	42	56.8	56.8	82.4
4.00	13	17.6	17.6	100.0
Total	74	100.0	100.0	

VAR00007

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	1	1.4	1.4	1.4
2.00	8	10.8	10.8	12.2
3.00	57	77.0	77.0	89.2
4.00	8	10.8	10.8	100.0
Total	74	100.0	100.0	

VAR00008

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	1	1.4	1.4	1.4
2.00	15	20.3	20.3	21.6
3.00	42	56.8	56.8	78.4
4.00	16	21.6	21.6	100.0
Total	74	100.0	100.0	

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber;

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak mengikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang menyebarkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



VAR00009

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	14	18.9	18.9	18.9
	3.00	46	62.2	62.2	81.1
	4.00	14	18.9	18.9	100.0
	Total	74	100.0	100.0	

VAR00010

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	1.4	1.4	1.4
	2.00	22	29.7	29.7	31.1
	3.00	35	47.3	47.3	78.4
	4.00	16	21.6	21.6	100.0
	Total	74	100.0	100.0	

VAR00011

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	10	13.5	13.5	13.5
	3.00	51	68.9	68.9	82.4
	4.00	13	17.6	17.6	100.0
	Total	74	100.0	100.0	

VAR00012

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	9	12.2	12.2	12.2
	3.00	42	56.8	56.8	68.9
	4.00	23	31.1	31.1	100.0
	Total	74	100.0	100.0	

VAR00013

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2.00	13	17.6	17.6	17.6
3.00	42	56.8	56.8	74.3
4.00	19	25.7	25.7	100.0
Total	74	100.0	100.0	

VAR00014

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	1	1.4	1.4	1.4
2.00	8	10.8	10.8	12.2
3.00	52	70.3	70.3	82.4
4.00	13	17.6	17.6	100.0
Total	74	100.0	100.0	

Hak Cipta Milik UIN Suska Riau
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengemukakan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Appendix 4 The Result of Students' Speaking Skill

Data of Speaking Skill Scores in MAN 1 Pekanbaru

No	Students	Scores of Speaking Skills	Remarks
1	Siti Zulfinanoor	89	Very good
2	Muhammad Karunia Vivaldi	85	Very good
3	Dzakwan Hafizh	90	Very good
4	Rias Smith Veraldha	90	Very good
5	Puan azizah	86	Very good
6	Syarma Mahmudah	90	Very good
7	Najwa Aulia Syam	87	Very good
8	Muhaiminu baina	80	Good
9	imam fadhil Abdurrahman	78	Good
10	M Hafizh Firmansyah	86	Very good
11	Wan dini febriani	85	Very good
12	M rasyid hamdan	80	Good
13	Azahra	83	Very good
14	Amara bilqisth	84	Very good
15	Aniisah m	84	Very good
16	Andine Nabila Putri	82	Very good
17	Syahid Alshadiq Rizal	89	Very good
18	Rizky Al Fadil	90	Very good
19	Aldito Rizaldi	84	Very good
20	Nurhaliza Afni	82	Very good
21	Darma Nur Abdi	83	Very good
22	Duta sayidina	81	Very good
23	M Fauzan Prakoso	82	Very good
24	Agilles Abdulhamid Muhammad Wouda	90	Very good
25	Arroyan Radhitya	82	Very good
26	Muhammad Nazhief Rasyid	82	Very good
27	Shauma Isna Nisrina	80	Good
28	Keyzi Fauziah	83	Very good
29	Thania Dwi Aulia	80	Good
30	Shalu putri rinanda	78	Good
31	Rafazka Muthia Aurelia	76	Good
32	Tio Dita Juanda	78	Good
33	Rahmiyatul Akmal	87	Very good
34	Aqila Nirbana Yasmine	83	Very good
35	Muhammad Dzakki Andra	76	Good
36	yadullah asy syakiri	73	Good
37	sabrina agusti	83	Very good
38	Syafira Anisa	80	Good
39	Siska Melinda	80	Good



40	Vinda Faiza	78	Good
41	Dzaky Ozora	80	Good
42	Aditya Jayadinata	86	Very good
43	Fadhil dzulkiar putra	78	Good
44	Raffa Aresa	82	Very good
45	Najwa Kiramy	73	Good
46	Zahira putri zelita	83	Very good
47	Laras sati	77	Good
48	Rizki Ramadhani Pratama	76	Good
49	Difa zarrar hafizah	83	Very good
50	Yudha putra seffi	76	Good
51	Dinny	78	Good
52	Muhammad Rehan Syah	86	Very good
53	Resya Eka Putri	76	Good
54	M. ZIDAN HELMANEZA	75	Good
55	Sasa	76	Good
56	Disha Maulisya Putri	76	Good
57	Ghani Akbar Setiawan	88	Very good
58	Puspa Oktaviyanti	76	Good
59	Harfira Nabila	78	Good
60	Anisa Pahlepi	72	Good
61	raissa sadina	82	Very good
62	Fariz Fariha Kamal	73	Good
63	M. Faisal Maulana	70	Good
64	Wan Muhammad Arraffi	76	Good
65	Habib Dihnaj	82	Very good
66	Muhammad Thariq Aaravi	86	Very good
67	Abdullah Faiz Muyasyar	76	Good
68	Ihsan faiz adissya	82	Very good
69	M.Faiz Rahman	78	Good
70	athaya ghina	86	Very good
71	Hafizhatul Iffah	76	Good
72	Rahmalaila Dasry	83	Very good
73	Fatimah Azzahra	80	Good
74	HANNY AURELYA	82	Very good
Total		6006	
Average		81.16	Very Good

Source : Score documentation of teachers (2020)

Appendix 5 The SPSS Result of The Correlation of School Culture and Students' Speaking Skill

Regression

Notes		
Output Created		27-JUN-2021 13:34:20
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data	74
	File	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /DESCRIPTIVES MEAN STDDEV CORR SIG N /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT SpeakingSkill /METHOD=ENTER SchoolCulture.
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.03
	Memory Required	2400 bytes
	Additional Memory Required for Residual Plots	0 bytes

Descriptive Statistics

	Mean	Std. Deviation	N
SpeakingSkill	81.1595	4.81402	74
SchoolCulture	42.5000	4.56985	74

Correlations

		SpeakingSkill	SchoolCulture
Pearson Correlation	SpeakingSkill	1.000	.669
	SchoolCulture	.669	1.000
Sig. (1-tailed)	SpeakingSkill	.	.000
	SchoolCulture	.000	.
N	SpeakingSkill	74	74
	SchoolCulture	74	74

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	SchoolCulture ^b	.	Enter

a. Dependent Variable: SpeakingSkill

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.669 ^a	.448	.440	3.60252

a. Predictors: (Constant), SchoolCulture

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	757.330	1	757.330	58.354	.000 ^b
	Residual	934.428	72	12.978		
	Total	1691.758	73			

a. Dependent Variable: SpeakingSkill

b. Predictors: (Constant), SchoolCulture



- Hak Cipta Dilindungi Undang-undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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 - b. Pengutipan tidak meruakan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengutip dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)			12.984	.000
	SchoolCulture		.669	7.639	.000

a. Dependent Variable: SpeakingSkill



Appendix 6 Name Of Teachers And Employees MAN 1 Pekanbaru

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

No.	Name	Position
1	H. MARZUKI, M. Ag 197004161998031007	Principal
2	SARNILAWATI, M. Pd 198203262009012003	Teacher Vice Principal
3	EMHADELIMA, M.Pfis 197003051997031005	Teacher Vice Principal of Curriculum
4	Drs. SUPARMAN, M. Pd.I 19680101 200212 1 001	Teacher Vice Principal of Structure and Infrastructure
5	Dra. RAJULAINI, M. Pd.I 196806222003122003	Teacher Vice Principal of Students
6	H. JULIARIS, S. Ag 197107262005011002	Teacher Vice Principal of Islam
7	KAMIZAR, M. Pd 197509242006041011	Teacher Vice Principal of Boarding
8	Dra. HENDRASUSITA, M. Pd 196611111995032001	Teacher
9	Dra. ASMIWATI, M. Pd 196209101994032001	Teacher
10	Dra. YUSNITA 196211101994032001	Teacher
11	Dra. BETRI MAIZARMIS 196705091994032002	Teacher
12	Dra. YENI AZRIDA, M.Mat 196710051996032003	Teacher
13	FERI HESTI, M.Pd 197306211997032001	Teacher
14	ERNI YUSNITA, S.Pd 197201042002122002	Teacher
15	KHAIRIATI, S.Pd	Teacher



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

16	197209142003122001	
17	HERLINA, S.Pd 197409272005012003	Teacher
18	INHARMA, M.Pd 197607082005012006	Teacher Head of Library
19	ZULMI, M.Pd 196912122005012031	Teacher
20	ISTIQOMAH, S.Si 197910052005012007	Teacher
21	YUSNIMAR, S.Ag. M.Pd.I 197303122005012009	Teacher
22	AFFITRIA SALMI IMTIHANA, S.Pd 197712012005012006	Teacher
23	KHAIRUL MUNIR, M.PFis 197909032005011005	Teacher
24	NURHIDAYATI, M.Pd 198101102006042018	Teacher
25	ZURIANI, S.Pd 197405052006042041	Teacher
26	NURHASANAH MS, S.Pd.I 197905212006042029	Teacher
27	ADE IRMA SURYANI, S.Si 197907292006042023	Teacher
28	ZAUIJAR HELMI Z, M.Pd 197908172007011033	Teacher
29	SULASTRI, S.Ag 197307102003122002	Teacher
30	MALAHAYATI, M.Pd 197801122007012015	Teacher
31	SRI RAHAYUNINGSIH, M.Mat 197301162007012018	Teacher
32	MIRNA DESMAYANTI, M.Pd 197011102007012031	Teacher



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

32	SYAFNI ERMAYULIS, S.Pd. M.Pd 197512282007102002	Teacher
33	ATIKAH HERMANSYAH, M.Pd 198103082007102008	Teacher
34	EKA WINDA, M.Pd 198304102007102003	Teacher
35	RETNO KUSNAWATI, M.Pd 197305292007012010	Teacher
36	MARISA LUSIANA, S.Pd 198612222011012014	Teacher
37	ABDULLAH ZUHRI, M.Ag 197202052005011006	Teacher
38	AFRIANA YORI, S.Pd 197604042006042009	Teacher
39	NUR AMALIAH, S.Pd 198612262011012016	Teacher
40	SITI RAHAYU, S. Sos 198206122009122006	Teacher
41	IIN FATIMAH, M. Pd 198808212011012007	Teacher
42	NUR RAHMI, S.Pd 198001162005012004	Teacher
43	Dra. HARTINI 196008231989032002	Teacher
44	Drs. H. HAPPY TRISMAN 196307161994121001	Teacher
45	Dra. FARIDA HERLINA 196407151989032005	Teacher
45	FAUZIAH, M.Mat 196910271995122001	Teacher
47	ROSNIDA, M.Pd 197008241995122001	Teacher
48	YUSNIAR, M.Pd	Teacher



1. Dilarang mengutip, menyalin, atau menjiplak sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

	197102151995122003	
49	Dra. ASNI HABIBAH 196304101990032004	Teacher
50	MEILYA PUSPITASARI, S.Pd	Teacher
51	RIEN DINI, S.Sos	Teacher
52	SURYO PRANOTO, S.Pd	Teacher
53	DESI ELIYA, S.Pd	Teacher
54	Dra. ERMAYANI, M.ESy	Teacher
55	SYAMSUDIN, S.Kom	Teacher
56	Dra. Hj. DESMI	Teacher
57	AHMAD SYAHRUL NIZAM, S.Pd	Teacher
58	EDI FIRMA, A.Md.Sn	Teacher
59	IRA FEBRIANA, S.Pd	Teacher
60	DENDI IRAWAN	Teacher
61	EGO ANARKI RUSLI. S, S.Pd.I	Teacher
62	ADE MAHKOTA PUTRA	Teacher
63	RETA PEBRIA NOVICA, S.Pd	Teacher
64	ROSLINAWATI, MA	Teacher
65	ELYANA, S.Pd	Teacher
66	AHMAD SHOLEH, M.Pd.I	Teacher
67	FADHLI, S.Pd.I	Teacher
68	WILDANIAH NUR PAKPAHAN, S.Pd	Teacher
69	NANA NURJANNATI, S.Pd	Teacher
70	AHMAD SALEH, S.Pd	Teacher
71	YORI ALMIZA, S.Pd, Kons	Counseling
72	LIDYA. Z, S.Pd	Counseling
73	CANDRA KURNIAWAN, S.Psi	Counseling
74	RAFIQI ALMUNAWWAR, M.Pd	Teacher
75	SAKINAH PUTERI, S.Pd	Teacher
76	DITA HAZWINDA, S.Pd	Teacher
77	RIDHO KURNIA ROSAS, S.Pd.I	Teacher
78	ELVI SUSANTI, M.Pd 19811110 200501 2 008	Head of Admin



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

79	SARIANI 19631231 198703 2 025	Library
80	SURYANITA SOFYAN 19741130 199303 2 001	Admin Staff
81	MAIDA SUSI 19790414 200501 2 008	Treasurer
82	NORMA SARI, A. Md 197912052014112002	Admin Staff
83	HELDA MUNIRAH 198009192003122003	Admin Staff
84	SUPARMAN 19760223 201412 1 001	Admin Staff
85	ZULHERMIS 198504062014111002	Admin Staff
86	NURZAIDILLAH	Admin Staff
87	DESI INDAH SARI, A.Md	Admin Staff
88	SULASTRI S, S.Sos	FO
89	NURDIN ALI	Pusdakom
90	SYAIDINATUL KHAMSAH, S.IP	Library Staff
91	ALMUNTAZOR, SE	Admin Staff
92	NANI NURIATI	UKS
93	HERI YAULIN	Security
94	APRIONO	Security
95	BUSRIANTO	Security
96	MUHAMMAD SIREGAR	Security
97	MUHAMMAD ADI PUTRA	Security
98	MUHAMMAD ANWAR	Security
99	PATOGAR SIAGIAN	Cleaning Staff
100	JOKO LAKSONO. EP	Cleaning Staff
101	MUHAMMAD ARIF	Cleaning Staff
102	MUHAMMAD ZAKIR SYAHPUTRA	Pusdakom
103	GUSRI RANDA, S.Pd 199309122019031004	Teacher



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

104	NABILAH HASIBUAN,S.Pd.I 198706262019032016	Teacher
105	SARIYANTI, S.Pd 199205262019032022	Teacher
106	NURMAN SETIAWAN, S.Sos 199112232019031005	Teacher
107	EGA ANGGRAINI, S.Pd.I 199303072019032026	Teacher
108	MUHAMMAD ZUHDI, S.Pd.I 198707082019031011	Teacher
109	ICHSAN KUMAR KAMPARI,S.Pd 198902172019031009	Teacher
110	ALIF MELKY RAMDANI,S.Pd 199402192019031007	Teacher
111	ZULFA HENDRI,S.Pd 199103202019031011	Teacher
112	ELDA WAHYUNI NST,S.Pd 199202252019032000	Teacher
113	YOGI MIFA PARMITASARI, S.Psi 198801232019032000	Teacher
114	NOVARIA YUSRI 199012112019032000	Teacher
115	MUHAMMAD GUFRON	Teacher
116	AULIYA NASIR, S.Pd.	Teacher
117	GUSTINAWATI, S.Kep.	UKS
118	SEPTIA ANGRAINI, S.Pd.	Teacher
119	MARDANI FITRA, S.Pd. 199006262019032022	Teacher
120	ANAH MUTASLIMAH, S.Pd 19930472019032021	Teacher
121	DESTARIOSADI, S.Sos 198912252019032013	Teacher
122	M. RIZKI	Teacher



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- b. Pengutipan tidak mengutipkan kepengerikan yang wajar UIN Suska Riau.

123	ALI RAJA SIREGAR	Teacher
124	FEBRI AL MUBAROK	Teacher
125	WAHYUDI IRAWAN	Teacher
126	RAFI RAJIBSA, S.Kom	Teacher
127	NURLATIFAH	Woman Dormitory Teacher
128	SYAFRINAL SAPUTRA	Cleaning Staff
129	SUTRISNO	Cleaning Staff
130	M. AZMI RIALIS	Admin Staff
131	RISKA MELINDA, S.Si	Teacher

Source : Data from Admin MAN 1 Pekanbaru



Appendix 7 Facilities and Infrastructure Data In MAN 1 Pekanbaru School Year 2020 – 2021

No.	Facilities and Infrastructure	Total	Condition
1	Land area	11, 095 m	Good
2	Building area	3,790 m	Good
3	Page Area	7,305 m	Good
4	Headmaster's Office	1	Good
5	Head of Administration Office	1	Good
6	Treasurer Room	1	Good
7	Living Room	1	Good
8	Room for Deputy Head of Curriculum	1	Good
9	Administration Office	1	Good
10	Student's Deputy Chief of Staff	1	Good
11	Deputy chief's room	1	Good
12	Teacher's Majlis Room	1	Good
13	Chemical Laboratory Room	1	Good
14	Physics Laboratory Room	1	Good
15	Biology Laboratory Room	1	Good
16	Language Laboratory Room	1	Good
17	Art Laboratory Room	1	Good
18	Religion Laboratory Room	1	Good
19	Computer Laboratory Room	1	Good
20	Computer data center Room	1	Good
21	Multimedia room	1	Good
22	Library Room	1	Good
23	Skill Room	1	Good
24	Hall Room	1	Good
25	PKS (School Health Unit) Room	1	Good
26	BP Room	1	Good
27	OSIS Room	1	Good



28	Canteen	1	Good
29	Sport Center	1	Good
30	Class Room 1	1	Good
31	Class Room 2	1	Good
32	Class Room 3	1	Good
33	Class Room 4	1	Good
34	Class Room 5	1	Good
35	Class Room 6	1	Good
36	Class Room 7	1	Good
37	Class Room 8	1	Good
38	Class Room 9	1	Good
39	Class Room 10	1	Good
40	Class Room 11	1	Good
41	Class Room 12	1	Good
42	Class Room 13	1	Good
43	Class Room 14	1	Good
44	Class Room 15	1	Good
45	Class Room 16	1	Good
46	Class Room 17	1	Good
47	Class Room 18	1	Good
48	Class Room 19	1	Good
49	Class Room 20	1	Good
50	Class Room 21	1	Good
51	Class Room 1 Muara Fajar	2	Good
52	Class Room 2 Muara Fajar	1	Good
53	Multipurpose room Muara Fajar	2	Good
54	Computer Laboratory Room	1	Good
55	Teacher's room Muara Fajar	1	Good
56	School Guard House	1	Good
57	School Guard House Muara Fajar	1	Good



58	Warehouse	2	Good
59	Security post	1	Good
60	Toilet of Principal	1	Good
61	Toilet of Vice Principal	1	Good
62	Toilet for Admin	1	Good
63	Toilet for Teachers	2	Good
64	Toilet for Students	1	Good
65	Toilet in Library	2	Good
66	Parking Area for Students	2	Good
67	Stage	1	Good
68	Parking Lot for Motorcycle	1	Good
69	Parking Lot for Motorcycle	1	Good
70	Parking Area for Cars	1	Good
71	Pendopo	1	Good
72	Gazebo	3	Good
73	Sport Center	1	Good
74	Room for Mushroom Culture	1	Good
75	Room for Kompos Processing	1	Good
76	Picket Table	1	Good
77	CCTV	29	Good
78	Koperasi Room	1	Good
79	Room for Photocopy	1	Good

Source: Admin Data in MAN 1 Pekanbaru

Appendix 8 Thesis Guidance Activity

1. Hak Cipta dan Hak Pengarang: a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Fax. (0757) 561847 Web: www.uin-suska.ac.id E-mail: info@uin-suska.ac.id

Surat: UIN/04/F.II.4/PP.00.9/4192/2020

Pekanbaru, 05 April 2020

Biasa

Pembimbing Skripsi

Kepada

Yth. Dr. Faurina Anastasia, M.Hum.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu 'alaikum warrahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama	: FARHAN SIDIQ HARTANTO
NIM	: 11710414188
Jurusan	: Pendidikan Bahasa Inggris
Judul	: "The Effect of School Culture on Communication Skills of the Students at Madrasah Aliyah Negeri 1 Pekanbaru".
Waktu	: 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara diutamakan terimakasih.

Wassalam
an Dekan
Wakil Dekan I

Dr. Drs. Alimuddin, M.Ag.
NIP. 19660924 199503 1 002



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Fax. (0777) 581547 Web: www.fakultaskasimiau.ac.id E-mail: fakultaskasimiau@yahoo.co.id

Un.04/F.II.4/TP.00.9/4942/2021

Pekanbaru, 28 April 2021

Biasa

Pembimbing Skripsi (Perpanjangan)

Kepada
Yth. Dr. Faurina Anastasia, M.Hum.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

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sebagai pembimbing skripsi mahasiswa :

Nama : FARHAN SIDIQ HARTANTO
NIM : 11710414188
Jurusan : Pendidikan Bahasa Inggris
Judul : THE CORRELATION BETWEEN SCHOOL CULTURE AND STUDENTS'
SPEAKING SKILL AT MADRASAH ALIYAH NEGERI 1 PEKANBARU
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan
Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan
Saudara dihaturkan terima kasih.

Wassalam
an. Dekan
Wakil Dekan I



Dr. Drs. Alimuddin, M.Ag.
NIP. 19660924 199503 1 002

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**KEGIATAN BIMBINGAN MAHASISWA
PROPOSAL MAHASISWA**

Tesis yang dibimbing :
a. Seminar asal Penelitian : ☒
Penulisan Laporan Penelitian :
Nama Pembimbing : Dr. Faurina Anastasia, M.Hum
Nomor Induk Pegawai (NIP) : 198106112008012017
Nama Mahasiswa : Farhan Sidiq Hartanto
Nomor Induk Mahasiswa : 11710414188
Kegiatan : Bimbingan Proposal

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
	25-26 April 2020	Consultation Chapter 1		
	29 April- 1 May 2020	Consultation Chapter 2		
	7 May 2020	Consultation Chapter 3		
	8 May 2020	Accepted Proposal		

Pekanbaru, 8 May 2020
Pembimbing

Dr. Faurina Anastasia, M.Hum.
NIP. 198106112008012017

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**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

- Peserta: Sidiq Harlanis
- NIM: 1504154156
- Waktu: 15 October 2020
- Tema: The Correlation Between School Culture and Students' Speaking Skill
- di Madrasah Aliyah Negeri 1 Pelentan

NO	URAIAN PERBAIKAN
	<ul style="list-style-type: none"> - Explain more the school culture in the background - Consider the research design, experimental or correlation research - Explain the theory of the school culture in chapter 2 - Revise the operational concept of school culture into operational verbs - Revise the indicators of speaking skills based on the theory in the operational concept - Revise the number of sample - Explain the techniques that will be used in collecting data

Pelentan, Kert, 15 October 2020
Penguji II

Nardiana, M.Pd

Penguji I

Roudhotul, M.Pd

Note:
Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

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b. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

Nama
Nomor Induk Mahasiswa
Hari/Tanggal
Judul Proposal Penelitian

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PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa : FARHAN SIDIQ HARTANTO
Nomor Induk Mahasiswa : 11710414188
Hari/Tanggal Ujian : Kamis, 15 Oktober 2020
Judul Proposal Ujian : The Correlation Between School Culture and Students' Speaking Skill at Madrasah Aliyah Negeri 1 Pekanbaru
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang Dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Roswati, S.Pd.I, M.Pd.	PENGUJI I		
2.	Nurdiana, S.Pd.I, M.Pd.	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I

Dr. Drs. Alimuddin M.Ag.
NIP. 196609241995031002

Pekanbaru, 15 Oktober 2020
Peserta Ujian Proposal

Farhan Sidiq Hartanto
NIM. 11710414188

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KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

Jenis yang dibimbing : SKRIPSI
 a. Seminar usul Penelitian :
 b. Penulisan Laporan Penelitian :
 Nama Pembimbing : Dr. Fauzina Anastasia, M. Hum
 a. Nomor Induk Pegawai (NIP) : 198106112008012017
 Nama Mahasiswa : Farhan Sidiq Hartanto
 a. Nomor Induk Mahasiswa : 11710414188
 Kegiatan : Bimbingan Skripsi

	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	10-Desember-2020	Bimbingan Instrument		
2	14-Desember-2020	Persetujuan Instrument		
3	20-April-2021	Bimbingan Bab IV		
4	24-April-2021	Bimbingan Bab V		
5	2-Mei-2021	Bimbingan Abstract		
6	5-Mei-2021	Persetujuan Abstract		
7	6-Mei-2021	Approved for final examination		

Pekanbaru, 6 Mei 2021
 Pembimbing,

Dr. Fauzina Anastasia, M. Hum
 NIP. 198106112008012017

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Appendix 9 Research Letters

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Telepon : (0761) - 35521 Faksimile : (0761) 35521
Website : www.man1pekanbaru.sch.id

1921 / Ma.04.1/TL.00/12/2019 04 Desember 2019

Prariset

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Universitas Islam Negeri Sultan Syarif Kasim Riau
Pekanbaru

Mendakikan surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau Nomor : Un.04/F.II.4/PP.00.9/16539/2019 tanggal 07 November 2019 perihal sebagaimana dipokok surat, bahwasanya mahasiswa yang namanya tersebut di bawah ini :

Nama : FARHAN SIDIQ HARTANTO
NIM : 11710414188
Semester / Tahun : V (Lima) / 2019
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Tidak selesai melaksanakan prariset guna mendapatkan data yang berhubungan dengan penelitiannya di lingkungan Madrasah Aliyah Negeri 1 Pekanbaru.

Atas perhatiannya kami ucapkan terima kasih.

Kepala,
Marzuki

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Nomor
Sifat
Lamp.
Hal

: Un. 04/F.II/PP.00.9/14342/2020
: Biasa
: 1 (Satu) Proposal
: *Mohon Izin Melakukan Riset*

Pekanbaru, 07 Desember 2020 M

Kepada

Yth. Gubernur Riau

Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu

Satu Pintu

Provinsi Riau

Di Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : FARHAN SIDIQ HARTANTO
NIM : 11710414188
Semester/Tahun : VII (Tujuh) / 2020
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : THE CORRELATION BETWEEN SCHOOL CULTURE AND STUDENTS' SPEAKING SKILL AT MADRASAH ALIYAH NEGERI 1 PEKANBARU
Lokasi Penelitian : MADRASAH ALIYAH NEGERI 1 PEKANBARU
Waktu Penelitian : 3 Bulan (07 Desember 2020 s.d 07 Maret 2021)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Rektor
Dekan

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag
NIP. 19740704 199803 1 001

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Rektor UIN Suska Riau

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Email : dpmpptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPPTSP/INON IZIN-RISET/37435
T E N T A N G

PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI



4.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/14342/2020 Tanggal 7 Desember 2020, dengan ini memberikan rekomendasi kepada:

- | | |
|----------------------|---|
| 1. Nama | : FARHAN SIDIQ HARTANTO |
| 2. NIM/ KTP | : 11710414188 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : THE CORRELATION BETWEEN SCHOOL CULTURE AND STUDENTS' SPEAKING SKILL AT MADRASAH ALIYAH NEGERI 1 PEKANBARU |
| 7. Lokasi Penelitian | : MADRASAH ALIYAH NEGERI 1 PEKANBARU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan sebagaimana.

Dibuat di : Pekanbaru
Pada Tanggal : 21 Desember 2020



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PELAYANAN TERPADU SATU PINTU
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FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.152 Km.18 Tandang Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0771) 581647
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1. Diwang mengut
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Nomor
Sifat
Temp.
Hal

Un.04/F.II/PP.00.9/14342/2020

Pekanbaru, 07 Desember 2020 M

Biasa
1 (Satu) Proposal
Mohon Izin Melakukan Riset

Kepada
Yth. Kepala Kantor Kementerian Agama Kota Pekanbaru
Di Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh
Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: FARHAN SIDIQ HARTANTO
NIM	: 11710414188
Semester/Tahun	: VII (Tujuh)/ 2020
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : THE CORRELATION BETWEEN SCHOOL CULTURE AND STUDENTS' SPEAKING SKILL AT MADRASAH ALIYAH NEGERI 1 PEKANBARU
Lokasi Penelitian : MADRASAH ALIYAH NEGERI 1 PEKANBARU
Waktu Penelitian : 3 Bulan (07 Desember 2020 s.d 07 Maret 2021)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

W. Rektor
Dekan

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
NIP.19740704 199803 1 001

Tembusan
Rektor UIN Suska Riau



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU

Jalan. Arifin Achmad Simpang Rambutan Nomor.1. Pekanbaru 28294

Telp. 0761 66513, 66504, 61802 Faximile 66513

Email: tu.pekanbaru@yahoo.go.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : B- 70 /Kk.04.5/TL.00//01/2021
Sifat : ---
Lampiran : -
Perihal : Rekomendasi Penelitian

11 Januari 2021 M
25 JumadilAwal 1442 H

Yth. Kepala MAN 1 Pekanbaru

Dengan hormat,

Memperhatikan maksud Surat Fakultas Tarbiyah dan Keguruan UIN Suska Riau Pekanbaru No: Un.04/F.II/PP.00.9/1342/2021, Tanggal 07 Desember 2020, dan Surat Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru No: 071/BKBP-SKP/2020/39, Tanggal 03 Januari 2021, Perihal seperti Pokok Surat, akan datang menghadap saudara:

Nama : FARHAN SIDIQ HARTANTO
NIM : 11710414188
Fakultas : TARBIYAH DAN KEGURUAN UIN SUSKA RIAU
Jurusan : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : JL.SURYA KOMP. GRIYA SURYA ABADI BLOK H NO. 2
KEL. SIMPANG BARU KEC. TAMPAN-PEKANBARU

Bermaksud melakukan penelitian di Madrasah yang saudara pimpin, guna mendapatkan dan mengumpulkan data yang diperlukan dalam rencana penelitian dengan judul:

THE CORRELATION BETWEEN SCHOOL CULTURE AND STUDENTS' SPEAKING SKILL AT MADRASAH ALIYAH NEGERI 1 PEKANBARU

Untuk maksud tersebut kiranya saudara dapat memberikan bantuan/informasi yang diperlukan sepanjang yang bersangkutan dapat mematuhi ketentuan/peraturan yang berlaku semata-mata untuk kepentingan ilmiah.

Demikian surat izin riset/penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya, atas bantuan dan kerjasama yang baik kami ucapkan terima kasih.

Kepala



Edwar S. Umar

Tembusan:

1. Ka. Kanwil Kementerian Agama Propinsi Riau
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru.
3. Yang bersangkutan.

2. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU
MADRASAH ALIYAH NEGERI 1**

Jalan : Bandeng No. 51 A Pekanbaru 28282
Telepon : (0761) 35521 Faximile : (0761) 35521
Website : www.man1pekanbaru.sch.id

SURAT KETERANGAN RISET

Nomor : B- 250 /Ma.04.1/TL.00/03/2021

Kepala Madrasah Aliyah Negeri 1 Pekanbaru dengan ini menerangkan bahwa :

Nama	: FARHAN SIDIQ HARTANTO
NIM	: 11710414188
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau
Program / Jurusan	: S-1/ Pendidikan Bahasa Inggris
Alamat	: Jalan Surya Komp. Griya Surya Abadi Blok H No.2 Kel. Simpang Baru, Kec. Tampan Pekanbaru

Telah selesai melaksanakan penelitian/ riset di lingkungan Madrasah Aliyah Negeri 1 Pekanbaru dengan judul :

" THE CORRELATION BETWEEN SCHOOL CULTURE AND STUDENTS SPEAKING SKILL AT MADRASAH ALIYAH NEGERI 1 PEKANBARU"

Sesuai dengan maksud surat dari Kementerian Agama Kota Pekanbaru, Nomor : B-70/Kk.04.5/TL.00/01/2021, tanggal 11 Januari 2021.

Demikian surat keterangan riset ini diberikan untuk dapat dipergunakan sebagaimana mestinya.



Pekanbaru, 25 Maret 2021

Kepala,

Marzuki

Tembusan :

1. Kepala Kantor Kementerian Agama Kota Pekanbaru di Pekanbaru
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru

Hak Cipta Dilindungi Undang-Undang

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



CURRICULUM VITAE



Farhan Sidiq Hartanto is the first son of Mr. Dicki Hartanto and Mrs. Sri Yuliani. He was born in Batam, March 31st, 1999. He lives at Jl. Surya Garuda Sakti, Griya Surya Abadi Complex H No 2, Pekanbaru. In 2005, He graduated from TK Al-Qur'an Miftahul Huda Purwakarta. In 2011, He graduated from SDIT Darel Hikmah Pekanbaru. Then, he continued education at the junior high school level. In 2011, He completed her studies at MTS Muhammadiyah 02 Pekanbaru in 2014 and in the same year he continued to the the senior high school level, namely Madrasah Aliyah Negeri 1 Pekanbaru and finished in 2017.

In 2017, he was accepted as one of the students at the Department of English Language Education, Faculty of Teacher Education and Training, UIN Sultan Syarif Kasim Riau. On July 2020, He did Kuliah Kerja Nyata (KKN) Online and in Panti Asuhan Ar Rahim Pekanbaru. Then, he conducted a teaching practice program (PPL Daring Plus) at Madrasah Aliyah Negeri 1 Pekanbaru, Riau from September 2020 to December 2020. To fulfil requirements for undergraduate Degree in English Education, he conducted the research in January 2021 by the thesis entitled "***The Correlation Between School Culture and Student's Speaking Skill in English at Madrasah Aliyah Negeri 1 Pekanbaru***". He passed his final thesis examination (*Munaqasyah*) at 26th June 2021 with Very Satisfactorily Result.